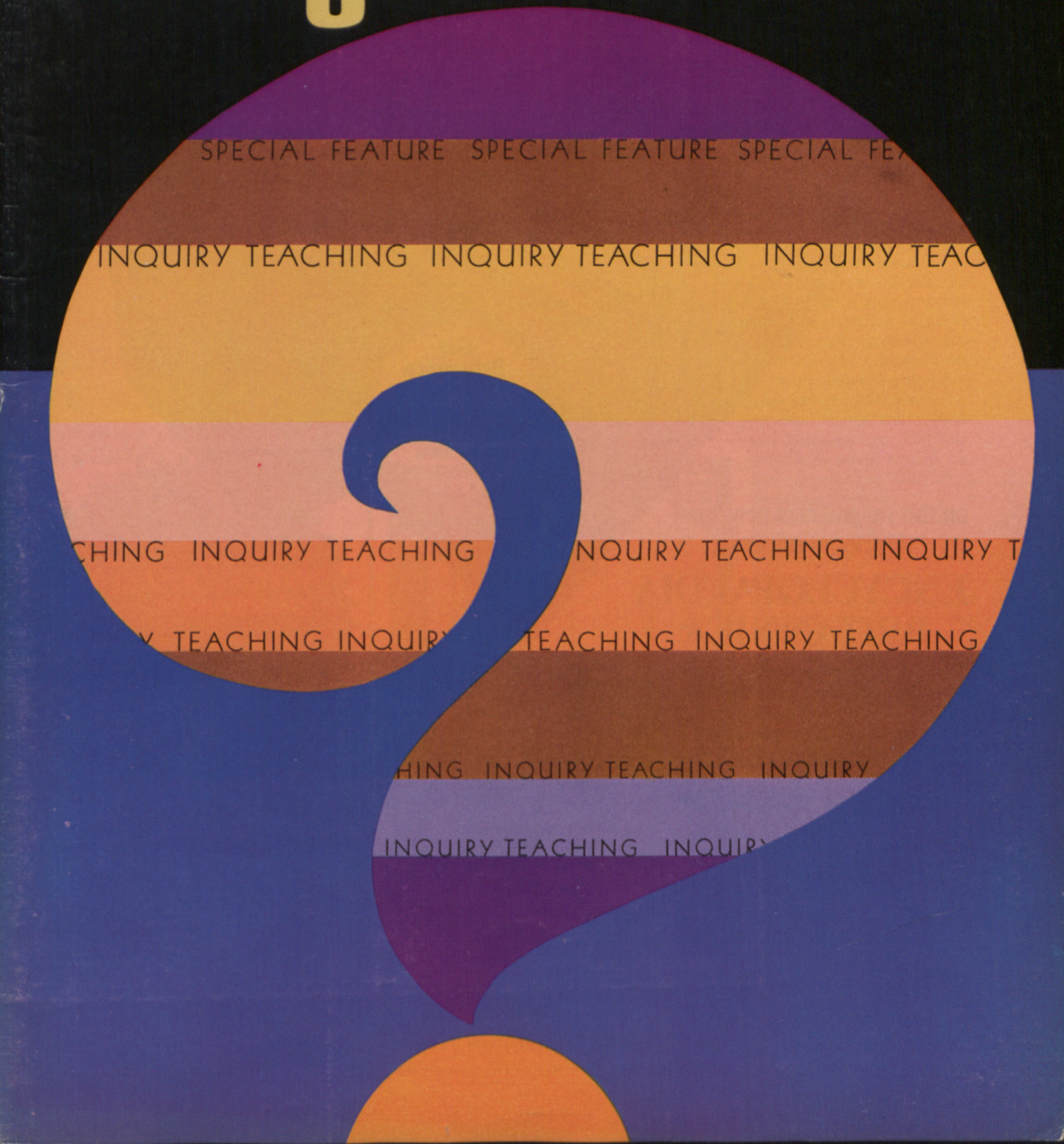
MAY 1969 THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Today's Education


SPECIAL FEATURE SPECIAL FEATURE SPECIAL FE
INQUIRY TEACHING INQUIRY TEACHING INQUIRY TEAC
CHING INQUIRY TEACHING NQUIRY TEACHING INQUIRY T
TEACHING INQUIR TEACHING INQUIRY TEACHING
HING INQUIRY TEACHING INQUIRY
INQUIRY TEACHING INQUIR

Amazing 200th Anniversary Celebration

Limited Time Offer on Heirloom Edition

Few people are aware that the first edition of Britannica was originally published over a three-year-period. That is why the publishers have decided to extend the Anniversary Celebration.

BEST DISCOUNT EVER

on this magnificent new Heirloom edition of

ENCYCLOPAEDIA BRITANNICA

You get all volumes now... direct from the publisher . . . pay later on easy Book a Month Payment Plan.

Yes, the response to our 200th Anniversary Celebration last year was so favorable that Encyclopaedia Britannica has decided to extend the Celebration—by making available to you now—a completely new offer. Under this new offer you may obtain this magnificent new Heirloom edition—*at the best discount ever.* And, in addition to this new offer, we'll include Britannica Junior—free of extra cost—on our Cooperative Plan. Both sets will be placed in your home NOW. . . you pay *later* on convenient budget terms. It's as *easy as buying a book a month.*

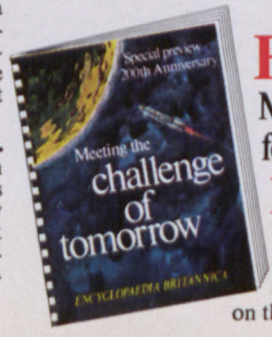
Benefits Passed on to You. You may wonder how we are able to make this dramatic discount offer. First, because we hope for great demand on this magnificent Heirloom edition, we would expect to materially reduce our costs. And, because we'd like every youngster to have the advantages of these two great encyclopaedias—to help with homework and to answer their questions and yours—we pass these benefits on to you.

Britannica Junior Ideal for Younger Children. Britannica Junior is written, edited, illustrated, and indexed especially for children in grade school. It is easy to read and understand, rich in picture interest and carefully matched to school subjects. It will help your children get a head start in school and it leads right into the great Encyclopaedia Britannica.

Thousands of Subjects of Practical Value. The new edition of Encyclopaedia Britannica has special articles on household budgets, interior decorating, medicine, health, home remodeling, child care and many more . . . useful information that can save you many dollars.

New Edition is Profusely Illustrated. The new Britannica provides more than 22,000 magnificent illustrations—thousands in brilliant color. But it does not merely show "attractive pictures"—it is the work of 10,200 of the world's greatest authorities. For students, Britannica is indispensable. It is the finest, most complete and up-to-date reference work published in America today. Its use develops the active, alert minds that bring success in school and later life.

Also, may we send you our special new 200th Anniversary Preview Booklet which pictures and describes the latest edition? For your free copy and complete information about this dramatic discount offer—**available only during this year**—plus Britannica Junior free of extra cost on our Cooperative Plan, simply mail the attached postage-free card now.



FREE!
Mail card now for Special New **Preview Booklet** and complete details on this remarkable offer.

If card is detached, write to Encyclopaedia Britannica, Dept. 362-Z, 425 N. Michigan Ave., Chicago, Ill. 60611.

Prayers and Bible Reading Continue in Many Schools

Five States Asked To Submit College Desegregation Plans

NEA Endorses ECS Management of National Assessment Program

U.S. Appeals Court Upholds J. Skelly Wright Decision

Supreme Court Will Tackle Several School-Related Issues

Liberties Union Asks Separation of ROTC Programs from Colleges

NEWS AND TRENDS

Prayers and Bible Reading Continue in Many Schools

Revival or continuation of classroom devotions, including Bible reading and recitation of the Lord's Prayer, is taking place in countless communities where the mandate handed down by the U.S. Supreme Court in 1963 has simply been ignored, according to a recent *New York Times* report.

Parents in some areas have demanded the restoration of devotions in the schools, believing loss of the practice has contributed to the deterioration of the moral climate in the United States, the newspaper's story says. As a result, school boards in some areas (particularly in Pennsylvania) have decided by formal resolution to defy the Court ruling that religious proceedings in public schools are unconstitutional because they violate the First Amendment's prohibition against "an establishment of religion" by an agency of the government.

A 1927 Alabama law requiring public school teachers to make and report daily Bible readings in class on pain of losing a day's pay for each omission is still on the books and is still observed. Similar laws prevail across the Deep South. In much of the West and Midwest, Bible and prayer reading in school has never been a widespread practice.

Five States Asked To Submit College Desegregation Plans

Maryland and Mississippi were recently notified by the U.S. Department of Health, Education, and Welfare that they are operating state college systems in violation of the Civil Rights Act of 1964. Earlier, Louisiana, Arkansas, and Pennsylvania had been asked to submit plans to desegregate their state college systems.

NEA Endorses ECS Management Of National Assessment Program

NEA has endorsed management of the National Assessment of Educational Progress by the Education Commission of the States. ECS recently agreed to begin negotiations leading to the commission's administration of the project.

"The proposed arrangement, by contract with the U.S. Office of Education, satisfies the wishes of NEA," said John M. Lumley, NEA assistant executive secretary for legislation and federal relations. "The Association, through action by its Representative Assembly, has urged that any assessment of education in the United States be conducted by an agency which not only is publicly acceptable as being objective, credible, and competent, but also has at least quasi-legal status which renders it in some manner responsible to the electorate. The governance of the project by the Commission of the States is, in our view, most appropriate," Dr. Lumley said.

U.S. Appeals Court Upholds J. Skelly Wright Decision

The U.S. Court of Appeals for the District of Columbia recently upheld the 1967 decision of Judge J. Skelly Wright on de facto segregation of schools in the nation's capital. The Court denied an appeal led by Carl F. Hansen, former superintendent of D.C. schools, thus upholding, by a 4-3 vote, Judge Wright's findings that de facto segregation of Negroes in D.C. schools is unconstitutional.

Supreme Court Will Tackle Several School-Related Issues

The U.S. Supreme Court has agreed to examine a case concerning teacher desegregation in public schools. It has also agreed to consider a plea that the one man, one vote rule be extended to the election of school board officials.

The first case, rising from a court decision in Montgomery, Alabama, will consider how much teacher desegregation is required and when it must be accomplished.

The question in the second case, which originated in Kansas City, Missouri, is whether school boards function mostly as administrative bodies, exempt from strict apportionment rules, or whether they fulfill primarily legislative functions.

The Court has denied a hearing to a case asking for the improvement of schools in urban and rural poverty areas by a more equitable distribution of state funds. The Court affirmed a federal court ruling in Chicago that "there is no Constitutional requirement that public school expenditures be made only on the basis of pupils' educational needs. . . ." Suits similar to this have been brought in California, Michigan, Oklahoma, Virginia, and Texas.

Liberties Union Asks Separation Of ROTC Programs from Colleges

The American Civil Liberties Union recently recommended to

Today's Education

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION • VOL. 58 • NO. 5 • MAY 1969

SPECIAL FEATURE

TEACHING AND LEARNING THROUGH INQUIRY 40
Byron G. Massialas, Jack Zevin, Mary Sugrue, Jo A. Sweeney

ARTICLES

PHOBIAS 20
Joseph D. Noshpitz

THE PLAYING FIELDS OF WARE 24
Isabel K. Bradley

OUTDOOR TEACHING 27
Gene Leyh

SCHOOLS THAT TURN PEOPLE OFF 28
Stewart Doig

THE VALUE OF THE PTA 31
Elizabeth Hendryson, Corma A. Mowrey, Dorothy Rich

SIGNS OF SUMMER 36

TIME FOR DECISION 38

WINNERS IN THE TEACHERS' PHOTO COMPETITION 46

EXTENDING THE SCHOOL YEAR 48
William J. Ellena

I AM MEXICAN-AMERICAN 51
Joe J. Bernal

NEA'S SPECIAL PROJECT FOR HIGHER EDUCATION 53
John N. Terrey

EXTRA PAY FOR EXTRA DUTY 54
Paul M. Solley

NEA CANDIDATES TO BE VOTED ON IN PHILADELPHIA 58

OUTSTANDING EDUCATION BOOKS OF 1968 59

HERE'S WHY I JOIN 67
Vito Bianco

This month's cover

The big question is, How can the teacher elicit and sustain a questioning attitude on the part of students? See the special feature on teacher roles in inquiry teaching.

CONTINUING FEATURES

Extras for Our Readers 68

Idea Exchange 57

Light Touch 45

Local Association of the Month 50

NEA Special Services 52

New NEA Publications 55

News and Trends 3

Opinions Differ 31

Professional Calendar 65

Research Clues 10

Searching Mind 20

Teacher in Politics 66

Teacher Opinion Poll 63

Unfinished Story 16

Zip Code 20036 6

Editor: Mildred Sandison Fenner
Managing Editor: Walter A. Graves
Senior Assistant Editor: Marion B. Tucker
Assistant Editor: Marshall O. Donley, Jr.
Editorial Associates: Alice Currie Harding, Betty M. Murray, Elizabeth Einsiedler, Doris Johnson
Production Manager: Joseph A. Perez

Publisher: John D. Sullivan
Circulation Manager: Raymond K. Butler, Jr.
Advertising Manager: Robert F. O'Connor

Design by Chris Stansbury

Published monthly except June, July, and August by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036. Telephone: Area Code 202, 223-9400. TODAY'S EDUCATION goes to all members of the Association. Annual subscription price $1.05 (included in membership dues and available only as a part of membership). Single copies 80¢ each. Second-class postage paid at Washington, D.C., and at additional mailing offices. Articles are the expressions of the writers and not statements of NEA policy unless set by resolution. Although advertising is screened, acceptance of the advertisement does not necessarily imply NEA endorsement of the product or of the views expressed. *NEA Dues:* Active Membership $15 a year • Associate Membership $10 • Life or Associate Life Membership $300 cash or $33 a year for 10 years • Retired Membership $2 a year • Educational Secretary Membership $10 a year • Student NEA Membership $2 a year through Student NEA Chapters only • Reserve Membership $10 a year. TODAY'S EDUCATION is a member of the Educational Press Association.

Copyright © 1969 by the National Education Association of the United States. All Rights Reserved.

Veterans' Wives and Widows Eligible for College Benefits

Institutes Planned To Improve Schools with Negro Majorities

Women's Groups Asked To Help in Search for Classroom Teachers

Program Helps Chilean Schools

Judge Orders Mother To Help Teacher She Struck

Names in the News

NEA Reporter Gives Association News

college presidents that Reserve Officers Training Corps programs "be separated to the maximum feasible extent" from institutions of higher learning.

ACLU made three specific recommendations: Where ROTC programs exist, they should be completely voluntary; academic credit should be granted only for ROTC courses acceptable to and under the control of the regular faculty; and ROTC instructors should not hold academic rank unless they are members of a normal academic department and subject to regular procedures of appointment and dismissal.

ACLU has also recommended that Junior ROTC programs conducted in some high schools should be terminated as inconsistent with the primary objectives of secondary school education.

Veterans' Wives and Widows Eligible for College Benefits

Under a recent change in law, many widows and a number of wives of veterans are eligible to receive benefits for college or other training. Those eligible include unremarried widows of veterans who died and the wives of veterans who were permanently and totally disabled as the result of military service at any time after the beginning of the Spanish-American War. Benefits under the law can now run up to $130 a month for full time training for a maximum of 36 months, according to the Veterans Administration.

Institutes Planned To Improve Schools with Negro Majorities

This summer, about 2,500 educators from school districts with a Negro majority will attend a series of 10 institutes aimed at improving the quality of education in their schools. The institutes, to be sponsored by the Division of Equal Educational Opportunities of the U.S. Office of Education, will concentrate on seven areas that a recent study labeled as most critical for improving education in majority Negro school districts. The seven areas are: in-service training for teachers, preschool programs, communication skills, Follow Through programs, remedial reading, dropout programs, and new instructional techniques.

Women's Groups Asked To Help In Search for Classroom Teachers

The U.S. Office of Education has asked 20 major national women's organizations to help recruit unemployed college-educated women for the nation's classrooms. The organizations have been asked to look for women between 25 and 55 who have a B.A. degree or are former teachers. The program is part of a comprehensive effort by the Office to attract a variety of new people to education, including veterans and persons from disadvantaged backgrounds.

Program Helps Chilean Schools

A comprehensive educational reform program begun by Chile to improve all areas of public education has been given additional impetus by help from the Agency for International Development. Fifteen U.S. advisers will assist in the program under a contract signed by AID and the Indiana University Foundation. Improvements sought by the Chileans include an increase in school enrollment, curriculum modernization, expanded use of teaching materials, introduction of testing materials, and increasing in-service teacher training.

Judge Orders Mother To Help Teacher She Struck

A municipal court judge in Philadelphia recently sentenced a parent found guilty of striking a teacher to 90 days as the teacher's helper. The mother was ordered to report to the teacher each day to help him, especially with schoolyard and recess duty. The parent said she lost control of herself when she was told that the teacher had struck her 10-year-old son. The teacher, denying that he had struck the boy, said he had broken up a fight in which the boy was involved.

Names in the News

Bernard E. Donovan, New York City superintendent of schools, has resigned, effective September 1.

John F. White, president of National Educational Television, has been appointed president of the Cooper Union for the Advancement of Science and Art. He plans to resign his NET position.

Cecil J. Hannan, NEA associate executive secretary, resigned his NEA post to form a private consulting service in business and management. NEA Executive Secretary Sam M. Lambert and the NEA Executive Committee accepted the resignation on March 23.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.

Now! Enjoy tape cartridges through your present stereo record system!

8-Track Tape Cartridge Player

OUR REGULAR PRICE $69.95

Yours for only **$14.95**

when you join the Columbia Stereo Tape Cartridge Service by buying three cartridges now and agreeing to buy only six additional cartridges during the coming year

The richness of full stereo sound—with the convenience of 8-track cartridges!

- Plays through your home stereo record system...no special installation, plugs right into your amplifier or stereo phonograph
- Push-Button Program Selector...changes from one program to another with the touch of your finger
- Completely automatic operation
- Rich walnut graining
- Program Indicator . . . lights up each program when unit is in operation
- Overall Dimensions: 11¼" wide x 10¾" deep x 4¾" high

Here's the most advanced, most convenient, most trouble-free way for you and your family to enjoy stereo music in your home—a way that frees you forever from records that scratch, warp and wear out...from reel-to-reel tapes that tangle and break. It's the famous Columbia 8-Track TAPE CARTRIDGE PLAYER . . . now yours, in a once-in-a-lifetime offer, at a truly fabulous bargain price!

With the Columbia 8-Track Player, you'll be able to enjoy full stereo fidelity, plus the effortless convenience of 8-track cartridges in your home! Cartridge tapes play continuously—switch automatically from track to track...and the Player provides superb stereophonic sound reproduction right through your present home stereo record system!

Our regular price for the Player is $69.95—yet now, as part of this special introductory offer, you may take the Player for only $14.95 when you join the new Columbia Stereo Tape Cartridge Service and buy three cartridges of your choice for only $6.95 each.

Your only obligation as a member of the Columbia Stereo Tape Cartridge Service is to purchase six additional cartridges during the coming year... music you'd probably buy anyway! The Service will offer you hundreds of cartridges to choose from ...all described in the monthly buying guide which you will receive free! You'll find 8-track cartridges from every field of music—the best sellers from many different labels! You may accept the regular monthly selection...or take any of the other cartridges offered...or take NO cartridge at all that month. The choice is up to you!

Your Own Charge Account!

Upon enrollment, the Service will open a charge account in your name. You pay for your cartridges only after you've received them and played them. They will be mailed and billed to you at the regular Service price of $6.98 (Classical and special cartridges somewhat higher), plus a small mailing and handling charge.

Free Cartridges!

You'll get an additional cartridge of your choice FREE for every two cartridges you buy, once you've completed your enrollment agreement. That's like getting a 33⅓% discount on all the 8-track cartridges you want, for as long as you want!

Start enjoying the advantages of listening to all your favorite music on 8-track cartridges! Fill in the coupon now, and mail it with your check or money order for only $14.95. Your Columbia 8-Track Tape Cartridge Player and the three stereo cartridges of your choice will be sent to you promptly (along with a bill to cover mailing and handling charges and your first three cartridges).

[If coupon has been removed, write to Box B for full information.]

COLUMBIA STEREO TAPE CARTRIDGE SERVICE
Terre Haute, Indiana 47808

COLUMBIA STEREO TAPE CARTRIDGE SERVICE
Terre Haute, Indiana 47808

Please enroll me as a member, and send me the *Columbia 8-Track Cartridge* Player described here. I am enclosing my check or money order for $14.95. (Complete satisfaction is guaranteed or my money will be refunded in full.) Also send me these three cartridges, billing me $6.95 each, plus mailing and handling for the Player and cartridges. (Fill in numbers)

[ ] [ ] [ ]

As a member of the Service, my only obligation is to purchase as few as six additional cartridges during the coming year at the regular Service price, and I may cancel my membership at any time thereafter. If I continue, I am to receive an 8-track cartridge of my choice FREE for every two additional selections I purchase. **445-2/8C**

Name.....
(Please print) First Name Initial Last Name

Address.....

City.....State.....Zip.....

If you wish to charge the cost of the Player and your first three cartridges, plus mailing and handling, to your credit card, check one and fill in your account number below:

☐ Uni-Card ☐ BankAmericard (California residents only)
☐ Diners Club ☐ Master Charge
☐ American Express ☐ Midwest Bank Card

Account Number.....

Signature.....

445-3/W7

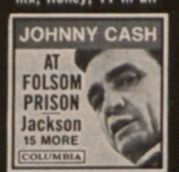
CHOOSE YOUR FIRST 3 CARTRIDGES!

7114. Also: By The Time I Get To Phoenix, Honey, 11 in all

7348. Also: Little Green Apples, Fool On The Hill, etc.

7442-7443. Twin-Pack Tape (Counts As Two Selections).

7273. Original Sound Track from TV spectacular



6415. Folsom Prison Blues, The Long Black Veil, The Wall ,etc.

7115. Plus: Color My World, My Love, Call Me, Two Rivers, etc.

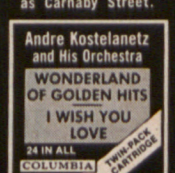
7245. Also: Little Green Apples, Moody River, 6 more

7150. Tune in, and turn on . . . as mod as Carnaby Street.

7249. Also: Up, Up And Away; Talk To The Animals; 11 in all

TWIN-PACKS
Twice the music — yet each counts as one selection

7179. Also: VooDoo, Chile, Rainy Day, Dream Away, 16 in all



6237. Plus: Java, Ebb Tide, Walk On The Wild Side, 26 in all

© 1969 CBS Direct Marketing Services SC-91/S69

ZIP CODE 20036

This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including zip code.)*

Drug Abuse

Your article, "Students and Drug Abuse" (March), was very beneficial to me. It was much more informative than the everyday newspaper article.

Although the use of drugs by students in our small school *seems* nonexistent, it is most important for us, the teachers, to know about the drugs, the symptoms drug users display, and the results of drug use.

I plan to use parts of this informative article in my senior high classes.

—Thomas J. McNamara, *social science instructor, Lake Fenton High School, Fenton, Michigan.*

♦ *Readers' response to "Students and Drug Abuse" has been enthusiastic. Like Mr. McNamara, many teachers are planning to use the material in their classrooms. We hope to have a multi-page feature on teaching about drug abuse in a forthcoming issue.*

Evaluation Dilemma

Paul Allen's use of Bohr's concept of complementarity in "The Student Evaluation Dilemma" (February) provides the teacher with an excellent point of departure for asking the questions about evaluation that students have been asking for years. The questions revolve around the complexities of predetermined objectives, feedback, modification of goals, and the designation of some mode of assessment for students.

I could not agree more with Dr. Allen's position regarding the missing link, "data for self-evaluation." We would all concur that an analytical approach for both students and teachers throughout the learning experience provides both teacher and student with the "linkage" that is so often missing from the classroom. The "linkage" serves to refine and redefine the ongoing experience as well as allowing students and teachers to know themselves as they become involved with classroom offerings.

—Emma M. Cappelluzzo, *associate professor, School of Education, University of Massachusetts, Amherst.*

Progressive Education

I am very pleased that you published "Progressive Education Should Continue" (March). Dr. Diederich is correct when he states that progressive education—as properly understood—never did have a really fair hearing in the United States. He is also correct when he says that, among those teachers who have tried it, only a small minority have really understood it.

I have one very small stricture to offer. If we go to the fundamental source, John Dewey, we find that Dewey was not as enamored of the permissive approach to children's behavior as Diederich is. The latter seems to say that when children initiate action, it is apt to result in an emotionally sound learning experience per se. If we carefully read Dewey and also read Boyd Bode, one of his most competent interpreters, we find that progressive education never was inclined toward the kind of ultrapermissiveness for which it has been criticized.

I make this point because those of us who have fundamental sympathy for the most profound interpretations of pragmatism as applied to education should not make the mistake of playing into the hands of the misinterpreters.

—William H. Fisher, *associate professor, School of Education, University of Montana, Missoula.*

♦ *Professor Fisher may have missed Dr. Diederich's statement on page 19: "Getting students into the act is indeed important but not necessarily at the point of devising things to do. Students are the ones who play the game but not necessarily the ones who invent it."*

Hurrah for Paul Diederich and hurrah for progressive education. I begin to burn when I hear progressive education blamed for everything from student apathy to student rebellion. I have studied several different systems of education, and I am of the opinion that progressive education, which is imaginative and flexible, has a great deal to offer.

—Kenneth R. Briggs, *assistant professor, School of Education, Lamar State College of Technology, Beaumont, Texas.*

Sex Education

Thank you for printing "Teen-Agers Speak Out About Sex" (March). I am a ninth grade student and feel that students in my school are unfortunate in not having courses in sex education. The courses that I think would be helpful wouldn't dictate morals to us—they would just explain the facts and let us make up our minds about what to do.

I do have an adult who gives me guidelines and explains the problems that arise when two people become emotionally involved. I have my own set of values and because of this sense of values, I believe that what *I* think about *myself* and not what someone else will think of me is what is important.

Very few students are as lucky as I am, however. Most kids don't have someone they respect who will say to them at any time, "Sure, let's talk about it." I wish somebody would get on the ball and propose some programs, which I think should begin before the sixth grade.

Maybe as I get older and more mature I'll understand why talking about sex is such a touchy thing to everybody. In the meantime, thank you again for the article.

—*Junior high school student.*

Grading Game

Were Brian Patrick McGuire ("The Grading Game," March) interested only in learning for its own sake, he would still outperform his classmates, associate with his intellectual peers, and earn the undying dislike of the others because he is different—an egghead, whose values are not their values.

The basic problem with working for grades is that the achievement of really good grades in anti-intellectual American society is reason to suspect the achiever of being different. When "high grades" are given for nonacademic performance, the onus isn't the same. Americans delight in the biggest, the richest, the fastest, the most powerful, the first; but seldom do they delight in being the smartest. *Smartest* implies that among Americans, all created equal, some are more equal than others. This is viewed as embarrassingly un-American.

—Saul I. Kreps, *professor, Department of Chemical Engineering, Newark (New Jersey) College of Engineering.*

Thank you for "The Grading Game." I agree with Mr. McGuire's views on our outmoded system of grading students.

(Continued on page 8)

A FEW OF NEXT YEAR'S TOPICS

COMING

An in-depth analysis of violence and aggression.

A wealth of sound advice for the beginning teacher.

Black education—a symposium.

NEA activities in youth welfare.

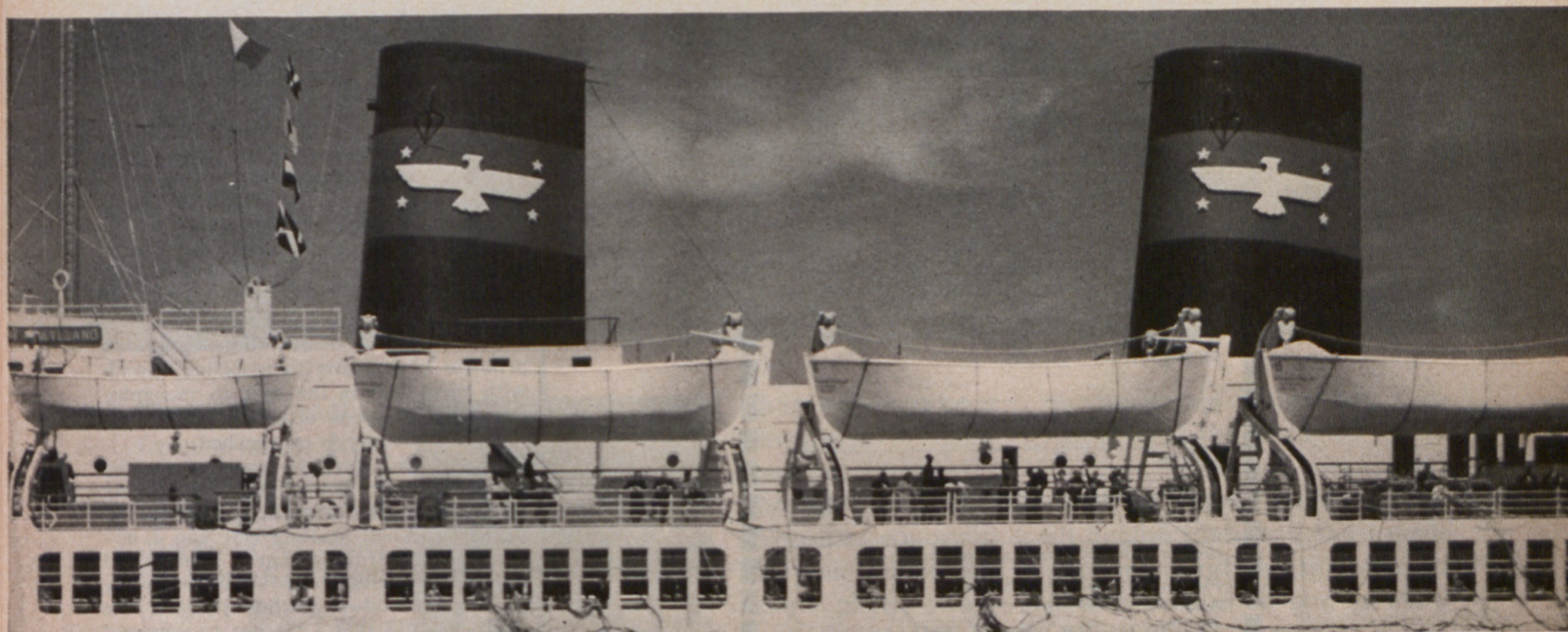
A salute to parents.

Community involvement in the school.

Teacher preparation for inner-city realities.

Creative adaptations of foreign teaching techniques.

Our Campus.



Our Classroom.

Our curriculum: Two courses given by Dr. Donald Campbell, Chairman of the History Department at the University of San Francisco. The courses are: History of East Asian Art and Civilization since the 12th Century; and History of Japan to the 17th Century. Each course is 3 units and can be taken for credit or audited.

Our extra-curricular activities: Swimming, sunbathing, playing, dancing and doing nothing at all—all the romance and adventure of life at sea.

Our tuition: $1369 for our 66-day Orient Study Tour, $1798 for our 41-day Russian Tour. That includes meals, transportation, classes—everything! The SS President Cleveland (our classroom) leaves San Francisco on June 21, Los Angeles on June 22. Which leaves only one thing: our suggestion that you see your Travel Agent or write us for details. Soon.

SAFETY INFORMATION: The SS President Cleveland, registered in the U.S.A., meets International Safety Standards for new ships developed in 1960 and meets the 1966 fire safety requirements.

American President Lines

APL Passenger Service, Inc.
Dept. S-10-5 • 601 California Street
San Francisco, California 94108

Ask Avis about not renting a car in Europe.

Sure we rent cars all over Europe.

But we also sell cars all over Europe. New ones. All kinds.

Naturally, when you buy one there, you save a good deal of money.

And by driving your own car abroad you can save even more money—the money you'd ordinarily pay to rent a car.

Let Avis arrange to have the new car of your choice awaiting your arrival. Then, after you've enjoyed your fill of rent-free touring, Avis will arrange to ship your car back to the United States.

What a great souvenir.

© AVIS RENT A CAR SYSTEM, INC., A WORLDWIDE SERVICE OF ITT

Tell me more about buying a European car through Avis.

name

address

city state zip

the car I like (list make and model)

Mail to: Mr. John F. McCullagh
Avis Buy A Car Abroad
P. O. Box 455, New York, N. Y. 10023

ZIP CODE 20036

(Continued from page 6)

The system hinders the educational process.

Courses today encompass more fields of knowledge than formerly and require greater depth of knowledge in each field. The educational process presents greater challenges and more difficulties for both teacher and student.

As a result of the growing complexity, the thoughtful teacher may spend too much time deciding student grades; the arbitrary teacher may make unwise and harmful decisions.

Pressure to make good grades is harmful to the tense, conscientious student, causing him to do poorly in tests and, in some cases, even to give up trying.

—Martha M. Reichard, *teacher of history, Panther Valley Area Schools, Lansford, Pennsylvania.*

Learning to Read

I believe that Lyman Hunt's article, "Decoding or Meaning," (April) distorts what Jeanne Chall has said in her book, *Learning to Read: The Great Debate.*

Dr. Hunt says that Dr. Chall gives "little attention to the role of the teacher in producing readers," yet Dr. Chall says, "Generally, it was *what the teacher did* with the method, the materials, and the children rather than the method itself that seemed to make the difference."

Dr. Hunt asserts that the code emphasis for beginning reading instruction will not automatically insure improved comprehension. Dr. Chall never says that it will. She has studied thoroughly the problem of learning to associate speech with print and is the first to recognize that what happens after that point has not been adequately researched.

Finally, Dr. Hunt is inaccurate when he asserts that Dr. Chall never clearly admits that decoding is not an end in itself. Dr. Chall states, "Nor can I emphasize too strongly that I recommend a code emphasis only as a *beginning* reading method—a method to *start* the child on—and that I do *not* recommend ignoring reading-for-meaning practice."

—Jeanne C. Siska, *elementary teacher, Carr School, Newtonville, Massachusetts.*

Will Your Address Be Different Next Fall?

Please help yourself and help us by notifying us as soon as possible about your new address. Misdirected JOURNALS and *Reporters* cost both of us money and anguish. So, if your address will be different in the fall, please complete this form and mail it to us by July 15 at the latest to make sure you'll get your JOURNAL and *Reporter* promptly during the fall months. Be sure to attach your current magazine address label where indicated. Thanks. **MAIL TO:** Division of Records, NEA/1201 16th St., N.W./Washington, D.C. 20036

ATTACH MAILING LABEL HERE

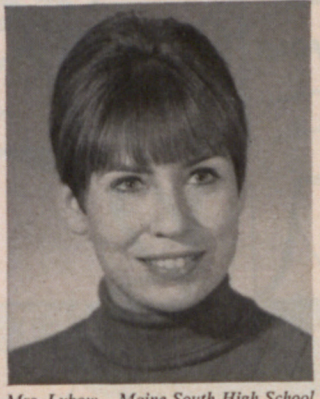
NAME_____

NEW ADDRESS_____

CITY_____ STATE_____ ZIP CODE_____

"Silas Marner's Gold Found!"

That's the headline from a recent creative teaching project which made *Silas Marner* a bit easier for high school sophomores to appreciate. Donna Lubow, an English teacher at Maine South High School in Park Ridge, Illinois, came up with the idea.



Mrs. Lubow Maine South High School Park Ridge, Illinois

"The idea was involvement . . ."

"Teaching Silas Marner was a problem because it was difficult to get the kids involved. My idea was to have the students feel what it was like to live in the time and setting of the novel. So I decided that we'd make a newspaper of Silas' day—an imaginary *Raveloe Town Crier*. With news, editorials, and fun things like sports pages, letters to the editors, lovelorn columns, even comics. And every article would tie in with the events in the story.

***"Silas Marner* became fun . . ."**

"The kids loved it. And they absorbed the story beautifully. They became so involved, on some days they even volunteered to stay late to work on the paper. A few girls typed masters, which I ran off on our duplicating machine. My "journalists" and I then stapled the six or seven pages into newspapers which we proudly handed out to all English students. (And I made sure my English Department Chairman received one as well!)

"The semester's high point . . ."

"Looking back, I can see it was the semester's high point in student enthusiasm. I've used similar newspaper assignments since, and I've found each new group has responded to them with the same excitement. You should have seen our *Julius Caesar* paper. Now *that* was a real collector's issue!"

If you would like a copy of the students' "Raveloe Town Crier" write to A. B. Dick Company, 5700 W. Touhy Avenue, Chicago, Illinois. 60648

A·B·DICK.®

**A duplicator is not a machine.
It's a creative teaching resource.**

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in instruction can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on a study by Walter E. Schafer, Jr., and J. Michael Armer as reported in the November 1968 issue of Trans-action *and studies reported in the April 1968 and May 1968 issues of* Research in Education.

Do high school athletes get poorer grades than nonathletes?

Not according to two recent studies. Walter E. Schafer, Jr., and J. Michael Armer, University of Oregon sociologists, studied the records of 585 boys in two Midwestern high schools, and Schafer and Richard A. Rehberg studied the records of 785 boys in six Pennsylvania high schools.

Reporting in the November issue of *Trans-action*, a social science magazine, Schafer and Armer said that athletes in general have better grades than nonathletes and that there is much evidence that athletics actually helps certain students academically. They suggest that their findings "bring into serious question the notion prevalent among many teachers, parents, and social scientists that the supposed overemphasis on athletics in the American high school results in the lowering of academic achievement among athletes."

In the studies, all boys were graded for the full three years of senior high school on a numerical scale (A=4, B=3, C=2, D=1, F=0). Grades of athletes averaged out to 2.35 or C, and those of nonathletes to 1.83 or D. When athletes and nonathletes with similar IQ's were paired, the athletes did slightly better than the nonathletes—2.35 to 2.24.

The more active an athlete was (the more sports he participated in), the more his grades topped those of the student with whom he was paired. The gap between grade points of very active athletes and the grade points of the students matched with them was six times greater than the grade-point gap between less-active athletes and their matches.

In the category of those not planning to go to college, the athletes did far better than nonathletes. "In short," the sociologists wrote, "the boys who would usually have the most trouble in school are precisely the ones who seem to benefit most from taking part in sports."

Almost five times as many nonathletes as athletes dropped out of high school, and 82 percent of the athletes compared to 75 percent of the nonathletes said they intended to finish at least two years of college. Likewise, 62 percent of the athletes expected to finish four years of college as compared to 45 percent of the nonathletes.

The researchers concluded that athletics exerts a "holding influence" on students tempted to quit school. "It would seem," they wrote, "that interscholastic athletics serves a democratizing or equalizing function. It represents a vehicle for upward mobility, especially for those otherwise not likely to complete college. And the data suggest that, at least as far as participants are concerned, "athletics fosters rather than interferes with the educational goal of sending a maximum number of youth to college."

Nothing in the study explained why the athletes did better, and the researchers offered only a long list of possible explanations. Among these were the possibilities that athletes were simply graded more leniently, that the discipline of sports led athletes to make better use of study time, and that the prestige of athletics lent greater confidence.

What kind of classroom climate is most conducive to group learning?

Gary J. Anderson and Herbert J. Walberg investigated the relationship between emotional climate and learning. Random samples of students in 49 twelfth grade physics classes from all parts of the country answered a classroom-climate questionnaire, which was correlated with tests on understanding science and a physics achievement test.

(Continued on page 12)

© VOLKSWAGEN OF AMERICA, INC.

Bring back a little memento of your trip abroad.

Granted it's an extravagant substitute for a Swiss cuckoo clock.

But there are compensations.

Like knowing you're getting an inexpensive car at a good price because you're buying it in Europe.

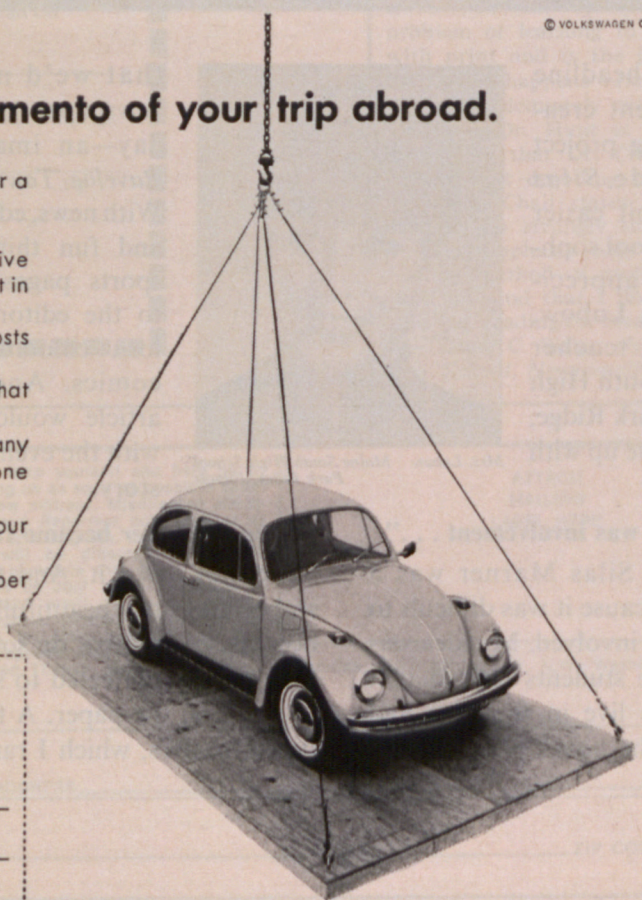
And knowing you're saving huge travel costs because you're driving it there.

And knowing you're touring a continent that abounds with 5,000 VW dealers.

We can arrange to have the bug (or any other Volkswagen) waiting for you in any one of 40 European cities.

And when your trip is over, we'll ship your VW back to the United States.

A country where Volkswagens outnumber Swiss cuckoo clocks 10 to 1.



Volkswagen of America, Tourist Delivery Dept. E-5, Englewood Cliffs, N.J.

Please send me your illustrated brochure and a price list.

Name

Address

City State Zip

A $1.25 VALUE FREE

THE $1.25 CERTIFICATE BELOW ENTITLES YOU TO A

FREE SAMPLE Roll of COLOR FILM

FOR YOUR KODAK OR OTHER CAMERA

THERE'S NO OBLIGATION! FAMOUS BRAND WILL SIMPLY MAIL YOU INFORMATION ABOUT A NEW PHOTO CONCEPT

OUR PROFOUND PREDILECTION FOR THE ART OF PHOTOGRAPHY PROMPTS DAGWOOD AND ME TO BRING THIS REMARKABLE OFFER TO YOUR ATTENTION.

© COPYRIGHT 1969, FILM CORPORATION OF AMERICA

CERTIFICATE VALUE $1.25

MAIL TO:
FAMOUS BRAND DEPT. 493-7
c/o WESTERN UNION
Box 7620, Phila., Pa. 19101

Please send me a free roll of color film in the size I have checked below. It fits any 8 or 12 exposure camera. I understand I have no obligation to buy anything. I enclose 25¢ for postage and handling.

Check one: ☐ 620 ☐ 127
☐ 126 Cartridge
(fits Kodak Instamatic cameras)

NAME _____
(Please Print)
ADDRESS _____
CITY _____
STATE _____ ZIP _____
(Limit one per family)

FAMOUS BRAND A DIVISION OF FILM CORPORATION OF AMERICA

FREE FILM CERTIFICATE

You can use the whole world as a teaching machine to narrow the generation gap. Discover—

The Discovery Series

—dynamic adventures in communication that speak to today's young adults in their own language

If the medium is the message, what is the message teenagers get from rock and folk-rock, words, movies, newspapers, advertising, plays? THE DISCOVERY SERIES explores major media to tune-in loud and clear the message on themes of Communication, Freedom, Peace, Love, Life, and Happiness. The discussion developed within each theme is from self-identity to group recognition to value decision. The method of exploration is reflective examination of the material itself and probing discussion questions, leading to a sharing of insights, an awareness of values, and self-discovery.

Developed by a group of extraordinary teachers, psychologists, theologians, *and students*, each book in THE DISCOVERY SERIES has been piloted before being published. "They achieve a remarkable degree of contemporaneity and relevance that should make them of great interest to today's young people and their teachers. In format they are attractive, in content arresting, and in organization practical. They are clearly modern and ecumenical in spirit, yet they conserve that depth of spiritual concern that is so important for our time." — PHILIP J. PHENIX, *Professor of Philosophy and Education, Teachers College, Columbia University*

NOW READY

DISCOVERY IN WORD. Explosive, penetrating, illuminating ideas from contemporary writers selected by young people as launching pads for explorations in mind and spirit. Illustrated with cartoons. Paper, $1.95

DISCOVERY IN SONG. Great rock and folk-rock — an exciting new way of talking about life and faith by the young in heart. Illustrated with photos. Paper, $1.95

DISCOVERY IN FILM. Outstanding short films from the U. S. and abroad on vital issues. Where to get them at low cost and how to use them. Illustrated with photos. Paper, $4.50

DISCOVERY IN DRAMA. A variety of life situations for role-playing in the classroom; the students create their own "play" in acting out personal and social issues. Foreword by Malcolm Boyd. Paper, $3.95

DISCOVERY IN THE PRESS. Images to sensitize youth to a prophetic vision of our times: photo and word collages, challenging news articles, provocative questions, candid teen reactions. Paper, $1.95

IN PREPARATION

DISCOVERY IN ADVERTISING • DISCOVERY IN POLITICS • DISCOVERY IN ART DISCOVERY IN LITERATURE

Discover THE DISCOVERY SERIES *at Booth J-25 at the NEA Convention, or write for full particulars to*

PAULIST PRESS
21 Harristown Road, Glen Rock, N. J. 07452
Co-published with ASSOCIATION PRESS

RESEARCH CLUES

(Continued from page 10)

Using various correlation techniques, the researchers determined that classes with high gains in science understanding were perceived by the students as containing more friction, strict control, and personal intimacy and less stratification, goal direction, and subservience than classes having low gains.

Disorganization, formality, and social heterogeneity were, in descending order of importance, negatively related to physics achievement gains. IQ scores had little relationship to the criteria.

In brief, the researchers saw good learning situations to be those having intense interaction between teacher and students, with the class being well-organized and controlled by the teacher but where the students were free to question and learn in a relatively informal atmosphere.

Is the project-research method of teaching elementary school science more effective than the traditional method?

Apparently it is, according to a recent New Jersey study that compared the effectiveness of two methods of teaching elementary school science—the recitation-demonstration and project-research methods.

The study examined: (a) pupils' acquisition of subject matter, (b) pupils' ability to understand and apply concepts and generalizations, and (c) work-study skills developed by the pupils.

Fourth grade pupils in classes selected at random from four schools in the Hillsborough Township public schools comprised the sample. One class in each school was taught by recitation-demonstration methods, one by project-research methods *without individual projects*, and one by project-research methods *with individual projects*.

The recitation-demonstration group was taught by regular assignments, question and answer recitations, and demonstrations performed predominantly by students. The project-research group covered the same topics, but they were given a general problem to solve. The latter group also received inquiry training, such as the yes-no response technique. Teachers tested the groups before and after the study, using investigator-constructed unit achievement tests and "step" science tests.

The researchers concluded:

1. In terms of growth in subject matter knowledge, the project-research method without individual projects appeared to be superior to the project-research method with individual projects and the recitation-demonstration method.
2. Most pupils of this age group were not prepared to handle *individual* projects of the type used in this study.
3. Both methods produced about the same growth in (a) problem-solving ability and (b) work-study skills.
4. Pupils in the project-research groups had greater interest in science at the end of the New Jersey study than did the other pupils.

What does research say about learning from television?

Stanford University's Institute for Communications Research recently developed from a survey of the research literature 60 propositions in six areas concerning the conditions of effective learning from television. The six areas were: (a) how much pupils learn from instructional television; (b) efficient use of the medium in a school system; (c) treatment, situation, and pupil variables; (d) attitudes toward instructional television; (e) television in developing regions; (f) learning from television compared with learning from other media.

The study concluded "from overwhelming evidence" that TV can be an efficient tool of learning and teaching. When TV is not an efficient tool, it is usually because of the way it is used.

Evidence favored the integration of television into other instruction, simplicity rather than "fanciness," emphasis on the basic requirements of good teaching, introduction of the medium in such a way as to minimize resistance, and testing and revision of programs.

Whether the television medium is helpful and whether it is feasible for developing regions depends on objectives and conditions.

Teachers: Leave the hospital with extra cash in your pocket!

Now...a remarkable plan pays extra cash directly to you—even for life—in addition to any other insurance—even Medicare—tax-free extra cash to use as you wish!

Regardless of your age, occupation or size of your family, you get your first month for only $1.00!

$100 every week for you (See all plans below)

$75 every week for your wife (See All-Family and Husband-Wife plans below)

$50 every week for each eligible child (See All-Family and One-Parent Family plans below)

$350 every week you and your wife are both injured (See All-Family and Husband-Wife plans below)

PLUS Double cash benefits for cancer and heart attack
Extra cash extended in event of death

ALL PAID AS LONG AS YOU OR ANY COVERED FAMILY MEMBER IS HOSPITALIZED—EVEN FOR LIFE!

During this Special Enrollment Period, you can enroll yourself and all eligible family members simply by mailing the Enrollment Form at right with $1. There's nothing else to do—but you must mail your Enrollment no later than Midnight, June 15, 1969!

Think of it. Now, with a stroke of your pen, you can have tax-free, expense-free extra cash paid direct to you—not to the doctor or hospital—when a sudden accident or unexpected illness hospitalizes you or a covered member of your family! And you may enroll during this special enrollment for teachers *without having to see a company representative and without any red tape whatsoever.*

How you can get extra cash in addition to ordinary health insurance

All you need do is mail the Enrollment Form at the end of this announcement together with just $1 before the expiration date. It's that easy!

Anyone who has been in the hospital recently *knows* ordinary hospital insurance—even Medicare—simply will not cover everything. You have to pay many "extras" out of your own pocket—and it can add up to hundreds of dollars in a frighteningly short time.

But even if your ordinary hospital insurance covers most of your medical and hospital bills, what about the bills that keep piling up at home?

If you, as husband, father and breadwinner are suddenly hospitalized, your income stops, your expenses go up. Even if you have some kind of "salary insurance" it probably won't come close to replacing your full-time pay.

If your wife is suddenly hospitalized, who will look after the family, do the laundry, the marketing, the cleaning? You may have to take time off from your job—or hire full-time domestic help.

If one of your children is suddenly hospitalized you will certainly spare no expense. You wouldn't even want to *think* about the cost.

If you're over 65 and are suddenly hospitalized, Medicare won't pay all your hospital expenses or any household expenses. You won't want to use up savings it may have taken a lifetime to accumulate ...you'll want to stay independent and not become a "burden" to your children or community.

Without "extra cash" protection, a hospital emergency may leave you with savings gone, debts you can't pay, peace of mind shattered—even your recovery can be seriously delayed by money worries!

How the plan pays off for you

But now, with Direct Extra Cash, you can help avoid these worries—because you can count on *extra cash* for every day, every week—week after week *even for life*—when you or any covered family member goes to the hospital. No matter how large your family, no matter what your age or occupation, you can choose whichever of four low-cost plans suits your family best.

CHOOSE THE PLAN THAT SUITS YOU BEST—

You get your first month for only $1.00!

ALL-FAMILY PLAN

PAYS YOU: $100 weekly extra cash when you are hospitalized. $75 weekly when your wife is hospitalized. $50 weekly for each eligible child hospitalized.

If yours is a young, growing family, we recommend the All-Family Plan. You and your wife are covered, and *all* your children (including future additions) between 3 months of age and under 23 are included *at no extra cost* as long as they are unmarried and live at home.

You pay only $7.95 a month and you get your first month for *only $1.00!*

HUSBAND-WIFE PLAN

PAYS YOU: $100 weekly extra cash when you are hospitalized. $75 weekly when your wife is hospitalized.

If you have no children, or if your children are grown and no longer dependent on you, you will want the Husband-Wife Plan.

You pay only $5.95 a month and you get your first month for *only $1.00!*

ONE-PARENT FAMILY PLAN

PAYS YOU: $100 weekly extra cash when you are hospitalized. $50 weekly for each eligible child hospitalized.

If you are the *only* parent living with your children, we suggest the One-Parent Family Plan. It covers you and *all* unmarried children living at home between 3 months of age and under 23. Under this plan, of course, future additions are not included since no maternity benefit is provided.

You pay only $5.95 a month and you get your first month for *only $1.00!*

INDIVIDUAL PLAN

PAYS YOU: $100 weekly extra cash when you are hospitalized.

If you are living by yourself, or if you wish to cover only yourself or one family member, choose the Individual Plan.

You pay only $3.50 monthly and you get your first month for *only $1.00!*

ALL ACCIDENTS AND NEW SICKNESSES COVERED IMMEDIATELY—EVEN PRE-EXISTING CONDITIONS COVERED AFTER ONE YEAR

(Continued on next page)

LEAVE THE HOSPITAL WITH EXTRA CASH IN YOUR POCKET!

(continued from previous page)

Important: No matter which plan you choose, extra cash is paid directly to you—*even for one day*—for as long and for as many times as you or any covered family member is hospitalized—*even for life!*

The Direct Extra Cash Plan covers you *immediately* for any new accident or sickness—major or minor. You're covered for *any* accident on or off the job—any time, 24 hours a day, 365 days a year, anywhere in the world.

You're even covered for pre-existing conditions (old conditions that come back again and again or are likely to recur) after your policy has been in force for just 12 months. And, if you select the All-Family Plan, even maternity is covered after your policy has been in force for 10 months.

SPECIAL EXTRA BENEFITS!

Double extra cash benefits

Whichever plan you choose, you get:

100% increase in your cash benefits

...if you or any covered family member is hospitalized by cancer (including Leukemia and Hodgkin's Disease) or heart attack (acute myocardial infarction, coronary thrombosis or coronary occlusion).

If you choose the All-Family or Husband-Wife Plan, you get:

100% increase in your cash benefits

...if both you and your wife are injured and hospitalized at the same time. You get *twice* the regular combined benefit—*$350 a week!*

For the first time—Extended extra cash in event of death!

In addition to all the regular and double cash benefits, here is a real *plus:* in case of death in the hospital from *any* condition covered by your policy—accident, sickness, even natural causes—special extended extra cash benefits provide an extra two weeks of benefits for each covered family member on *all plans:* $200 for you, $150 for your wife, $100 for each child—all *in addition* to all other benefits. (In Tex. and Miss., this benefit is paid for *accidental* death only.)

Only a few minimum exceptions

There are only these few minimum exceptions: war, military service, mental disorder, alcoholism, drug addiction or attempted suicide. You may go to any hospital of your choice—even government hospitals—but not nursing homes, convalescent or rest homes or self-care units.

Enjoy life-long security

For as long as you live and pay your premiums, we will never refuse to renew your policy for health reasons—in fact, we guarantee that we will never cancel or terminate your policy unless we decline renewal on all policies of this type in your *entire* state. Moreover, *no change can ever be made in your rate* unless we make a general change for all persons of the same classification in your entire state.

You may actually come out "Money Ahead"

Because the Direct Extra Cash Plan pays you in addition to any other company's health insurance – individual, group or even Medicare—and because all your extra cash benefits are tax-free, you may actually leave the hospital many dollars ahead *...money you don't have to account for to anyone—extra cash in addition to anything and everything!*

Extra Cash benefits at surprisingly low cost—Your first month for only $1

As a teacher, you get all of these extra benefits at a cost even *less* than you would expect! See the actual low rates on the preceding page. And, regardless of the plan you choose, your age or size of your family, *you get your entire first month for only $1.00!*

How can we offer so much for so little?

We have *lower* sales costs. The Direct Extra Cash Plan is a *mass enrollment plan.* All business is conducted *directly* with you by mail. *No salesmen or investigators are used.* It all adds up to *maximum protection* at *minimum cost* for you

Backed by Executive Fund—licensed in your state—rated "A Plus (Excellent)."

In addition to the wide range of benefits, the extra cash values, the surprisingly low cost, your policy is backed by a *legal reserve* company – a company talked about today as "the breakthrough company" because it has pioneered—safely and soundly—several of the most important insurance developments in years.

For example, this company—*Executive Fund Life Insurance Company*—achieved the first major price breakthrough in years in the field of life insurance. These "tremendous price advantages" were actually reported in the *Congressional Record,* and Executive Fund was described as "providing everything the consumer wants and needs." Because it is perhaps the only company in the U.S. that sells *all* its policies *without salesmen.* Executive Fund can offer you exactly the same kinds of insurance you can buy from anyone else—*but at a lower price!*

Executive Fund—licensed in your state and regulated by your state's own insurance department—has its National Service Center in Omaha, Nebraska, the very center of the U.S. Its multi-million dollar facilities and expert personnel provide swift and efficient service to families all over America. The company is managed by a group of highly respected, responsible insurance executives – men dedicated to giving you the *best* insurance, the *finest* service, the *lowest* rates.

IF YOU ARE OVER 65

Even though Medicare will pay most of your hospital expenses, it will not cover *all* of your needs. During this special enrollment, you can get the extra cash protection needed during the *high-risk* senior years *without any qualifications* just by using the form on the next page!

It's a fact that people over 65 go to hospitals more often and have larger hospital bills. That's exactly why they need extra cash protection! And that's why some hospital plans won't accept them or charge rates beyond their means. But the Direct Extra Cash Plan not only accepts you regardless of age, it gives you easy-to-carry protection that is *within your means.* If you are over 65 now, or when you become 65, the following modest monthly *increase* applies:

Female on All-Family or Husband-Wife Plan	$2.25
Female on One-Parent Family or Individual Plan	3.00
Male on any Plan	3.00

It's no wonder that *Dunne's Insurance Reports,* one of the nation's leading authorities on insurance companies, has awarded Executive Fund its *highest* policyholders' rating "A Plus (Excellent)."

Easy to enroll! No salesman will call!

As a teacher, you need only fill out your Enrollment Form and mail it with just $1.00 for your first month. We will issue your Direct Extra Cash Policy (Form P308 Series) *immediately*—the same day we receive your form. This automatically puts your policy in force. Along with your policy you will receive a simple, easy-to-use Claim Form that makes it possible for us to pay extra cash direct to you, the fastest, easiest way.

$1 NO RISK ENROLLMENT OFFER MONEY-BACK GUARANTEE

When you receive your policy, you'll see that it is honest and easy to understand. But if for any reason whatsoever you change your mind, *you may return your policy within 10 days and we will promptly refund your dollar.*

IMPORTANT: We can only accept your enrollment if it is postmarked on or before the date shown. But please don't wait until the last moment. The sooner we receive your form, the sooner the Direct Extra Cash Plan will cover you. You risk nothing by acting promptly. You may actually risk losing hundreds of dollars in "extra cash" benefits if you delay. Mail your enrollment form today.

EXECUTIVE FUND Life Insurance Company

National Service Center: 3113 Dodge Street, Omaha, Nebraska 68131

A Legal Reserve Company

19 IMPORTANT QUESTIONS ANSWERED ABOUT THE NEW DIRECT EXTRA CASH PLAN

1. What is the Direct Extra Cash Plan?
It is an entirely new, low-cost plan that pays **extra cash** direct to you when accident or illness hospitalizes you or any covered member of your famliy.

2. Why should I have the Direct Extra Cash Plan in addition to my regular insurance?
Because your present insurance probably won't cover **all** your hospital expenses, but even if it does, you can still use the extra cash to help with your household expenses when you're hospitalized... extra cash week after week **even for life**... extra cash you can use any way you wish!

3. Can I collect even if I carry other health insurance?
Yes. This plan pays you **in addition** to any health insurance you carry, individual, group or even Medicare—and even in addition to Workmen's Compensation and auto insurance! And, all your benefits are tax-free!

4. Is there a lot of red tape to qualify?
None at all. During this special enrollment for teachers, there are no qualifications. Simply complete and mail your Enrollment Form by the deadline date shown.

5. Which plan should I choose?
You can actually select the **exact** plan that suits **you** best! If yours is a young, growing family, we recommend the *All-Family Plan.* If you are the only parent living with your children, we suggest the *One-Parent Family Plan.* If you have no children, or if your children are grown and no longer dependent on you, you will want the *Husband-Wife Plan.* Or, if you are living by yourself, choose the *Individual Plan.*

6. When do my extra cash benefits begin? How long can I be paid?
On all plans, you collect from the **very first day** you enter the hospital, even for one day—for as long—and for as many times—as you are hospitalized—**even for life.**

7. How much can I be paid?
All-Family Plan—$100.00 a week extra cash income for you; $75.00 weekly for your wife; $50.00 weekly for each eligible child. *One-Parent Family Plan*—$100.00 weekly for you; $50.00 weekly for each eligible child. *Husband-Wife Plan*—$100.00 weekly for you; $75.00 weekly for your wife. *Individual Plan*—$100.00 a week for you.

8. What if my wife and I are both hospitalized at the same time?
If you have the *All-Family* or *Husband-Wife Plan* and are hospitalized by sickness, you collect $100 a week, your wife $75 a week, a total of $175 weekly. And if you are injured and hospitalized at the same time, your benefit **will be doubled**—$200 for you, $150 for your wife—a total of $350 a week!

9. Are there any other "double" benefits?
Yes. On all plans you receive **double** cash benefits if you or any covered family member is hospitalized for cancer (including Leukemia and Hodgkin's Disease), or heart attack (acute myocardial infarction, coronary thrombosis, or coronary occlusion): $200.00 a week for you, $150.00 a week for your wife, $100.00 a week for each eligible child.

10. Tell me about the "extended" extra cash death benefits.
In the event of death in the hospital of any covered family member from **any** condition covered by your policy, a **lump sum cash** benefit will be paid: $200 on you, $150 on your wife, $100 on each child. (In Tex. and Miss., this benefit is paid for *accidental* death only.)

11. Does this plan pay in any hospital?
Yes. You will be covered in any hospital of your choice—even government hospitals—except nursing homes, convalescent or self-care units of hospitals.

12. When does my policy go into force?
The very same day we receive your Enrollment Form. New sicknesses and injuries are covered on that date. Under the *All-Family Plan,* childbirth, pregnancy and any consequences thereof are covered after your policy is in force for 10 months.

13. What if someone in my family has had a health problem that may occur again?
Pre-existing conditions are covered after the policy has been in force for just one year.

14. What conditions aren't covered?
Only these minimum necessary exceptions: pregnancy or any consequence thereof (unless you have the *All-Family Plan*), war, military service, mental disorder, alcoholism, drug addiction, or attempted suicide.

15. Can I drop out? Can you drop me?
We will never refuse to renew your policy for health reasons—for as long as you live and pay your premiums. *We guarantee we will never cancel or terminate your policy* unless we decline renewal on all policies of this type in your entire state. You, of course, can drop your policy on any renewal date.

16. Will I get fast personal service? Will I receive my money promptly?
Yes. Thanks to the multi-million dollar facilities and trained personnel of Executive Fund's National Service Center, you get swift, expert service. Your claims are handled promptly and your extra cash sent directly to you.

17. Why are the premiums so low?
Because this is a mass enrollment plan—and no salesmen are used. Our volume is higher and our sales costs are lower.

18. How much does my first month cost?
Only $1.00 regardless of your age, the size of your family or the plan you select. After the first month, if you are under 65, you pay: only $7.95 a month for the *All-Family Plan;* only $5.95 a month for the *One-Parent Family Plan;* only $5.95 a month for the *Husband-Wife Plan;* only $3.50 a month for the *Individual Plan.* (When you are over 65, premiums are adjusted. See modest increase in panel on previous page.)

19. Why should I enroll right now?
Because sickness or injury strikes without warning—and you will not be covered until your policy is in force. Remember, if for any reason you change your mind, you may return your policy within 10 days and your $1.00 will be refunded immediately.

This offer not available to residents of Ariz., Ark., Cal., Conn., Del., D.C., Fla., Ga., Hawaii, Iowa, Kan., Md., Mich., Mo., N.H., N.J., N.Y., N.C., N.D., Ohio, Ore., R.I., S.D., Tenn., Vt., Wash., Wisc., Mass. (New Mex. residents: write for information on program in your state.)

SPECIAL ENROLLMENT FOR TEACHERS EXPIRES MIDNIGHT, JUNE 15, 1969

Simply fill out and mail Enrollment Form today with $1.00 to Executive Fund, Box 3788, Omaha, Nebraska 68103

DIRECT EXTRA CASH PLAN

SPECIAL ENROLLMENT FORM NO. 7732

INSURED'S NAME (please print) ☐ Mr. ☐ Mrs. ☐ Miss _____ First Middle Initial Last

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

AGE _____ DATE OF BIRTH: Month _____ Day _____ Year _____

To: Executive Fund Life Insurance Company, Omaha, Nebraska.
I am a (check one) ☐ teacher, ☐ principal, ☐ school administrator, ☐ other _____.
I have enclosed my first monthly premium of $1.00 for the plan selected above. Please issue my DIRECT EXTRA CASH PLAN Hospital Confinement Policy, P308 Series, *immediately,* as soon as this form is received. I understand that the policy becomes effective the same day it is issued, and that pre-existing conditions will be covered after the policy has been in force for twelve months. If I change my mind for any reason, I have the right to return my policy within 10 days for a complete refund.

Date _____ Signed X _____
Insured's Signature—Please do not print

Form E308C

SOCIAL SECURITY NUMBER (It becomes your policy number)

☐ Check here if you have no Soc. Sec. No.

SELECT PLAN DESIRED (check one only)
☐ All-Family Plan* ☐ Husband-Wife Plan*
☐ One-Parent Family Plan ☐ Individual Plan

*NOTE: If All-Family or Husband-Wife Plan is selected, give following information about wife:

Wife's first name		Middle initial	
Date of wife's birth:	Month	Day	Year

Please make check or money order payable to EXECUTIVE FUND

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a booklet containing 44 of the most popular unfinished stories, now available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, D.C. 20036. Ask for the publication titled Unfinished Stories for Use in the Classroom. *Stock No. 381-11766.*

For information about 8mm and 16mm color films based upon some unfinished stories, write to Educational Systems Division, Doubleday & Co., Inc., Garden City, New York 11530.

What Should Kirk Do?

It wasn't until third grade that Kirk felt that all the teachers were looking at him, expecting him to do the things his brother did. That kind of expecting wasn't good, because Lonnie had caused a lot of trouble at Eastern Elementary. He had been in fights, argued with the teachers, broken the glass in the side door and lied about it, made poor grades, and had been sent home countless times for misbehaving in class. The teachers were never glad to see Lonnie in their classes. And now, Kirk felt sure that they dreaded seeing him too.

It was especially bad this year with Mrs. Wilcox. She and Lonnie hadn't gotten along at all, and she had sent him home more times than all the other teachers combined. Lonnie probably deserved it, Kirk knew. When Mrs. Wilcox looked at Kirk on the first day of school, she said, "Are you Lonnie's brother?" And when he said "Yes," she placed him in the very first row right in front of her desk.

When the gym teacher asked the same question and got the same answer, it seemed to Kirk that he frowned.

In a way, Kirk couldn't blame them for being worried about him after having to put up with so much from Lonnie. But how could Kirk tell them that he and Lonnie were as different as cold and hot and that he had always liked school while Lonnie hated it?

How do you escape the shadow of a big brother or someone else in your family who has been in trouble? How do you make people like you for what you are, and not for what your family is? What should Kirk do?

Thoughts To Think Aloud:

1. Do you think most teachers would be willing to give Kirk a fair chance to prove what kind of a boy he is?
2. May Kirk be imagining that some of the teachers are holding his brother's actions against him when they really aren't?
3. Has this kind of thing ever happened to you? Explain.
4. What might Kirk do to straighten things out between himself and his teachers?

Leave it to Hilton to do something nice for teachers.

Special rates for teachers? Terrific.

Hilton Hotels Corp., National Sales Office, Palmer House, Chicago, Illinois 60690

Please send me ☐ the Faculty Rate Brochure that tells me the whole story. While you're at it, send along ☐ an application for a Hilton Credit Identification Card, and ☐ Information on the Family Plan.

NAME:_____

STREET ADDRESS:_____

CITY:_____ STATE:_____ ZIP:_____

Meet Ivan the Terrible.

You'd call him lovable. His mother calls him terrible. Especially at bedtime. Sound familiar? Certainly. Except that Ivan lives in Moscow. And he's one of many happy surprises you may just find on a Pan Am® Holiday tour to Russia. Surprises like sidewalk puppet shows, subways like art galleries, grand ballet and great circuses, a big bell that never rings and a supply of vodka and caviar that never ends. It's all just a handful of hours away on a Pan Am Jet. Direct from New York to Moscow. Tour prices start at $490 (based on Group Economy fares—slightly higher during peak periods) for 16-days. Including Jets, hotels (double occupancy), breakfasts and sightseeing. And that's just one of the tours in our free booklet, Soviet Union 1969. Just write to the address below for your copy. Or pick one up at a Pan Am Travel Agent's. He'll handle the details. And Ivan will roll out the red carpet. Pan Am makes the going great.

PAN AM

World's most experienced airline

For a free copy of Soviet Union, 1969, write to Pan Am Dept. 2221, P.O. Box 2212, Boston, Mass. 02107.

**What a coincidence!
You're flying to Philadelphia
for the
107th Annual Meeting of the
National Education
Association
of the United States
at the Civic Center
June 30-July 5.
So are we.**

And many of your fellow conventioneers
will be going with us.
You'll enjoy it more if you fly with
your friends.

TWA

**Our people make you happy.
We make them happy.**

Home Economics Moves Ahead

• **Since the passage of the 1963 Vocational Education Act,** which emphasizes gainful employment programs, a number of states have developed two-year home economics programs that improve technical training in the fields faced with manpower shortages—notably the service occupations.

If the U.S. Department of Labor and the Nevada State Department of Education's Division of Vocational Education are correct in reporting an acute need for food supervisory personnel, then students who graduate from Reno's post-secondary food and nutrition program should quickly find employment opportunities in a variety of commercial and institutional food service occupations.

So, too, should graduates of the Maricopa County (Arizona) Junior College District's Food Service Administration program. This program, similar to those of other such junior colleges, offers young men and women excellent training in the quantity foods field. The curriculum is set up to train students to assume beginning supervisory positions as food service managers of enterprises or institutions that serve food in large quantities: restaurants, hotels, catering businesses, industrial or school cafeterias, hospitals, nursing homes, and the like. Instruction, which is comprehensive, covers food preparation, purchasing, cost analysis, and service; practical experience supplements related courses.

In many post high school institutions, programs of continuing study in home economics and social work are helping to meet the need for social service aides. California, Colorado, Florida, Ohio, and Pennsylvania have two-year programs that prepare students to be assistants in day camps, day care and recreation centers, nursery schools, child development centers, schools for exceptional children, and hospitals.

Many community leaders and administrators have a growing awareness of how much home economics has to offer as a field of study. And through the home economics programs, terminal as well as transfer, of their community junior colleges, they are making it possible for fellow citizens to raise their cultural and employment levels. In focusing on the improvement of home environment, family life, development of consumer and homemaking skills, and preparation for gainful employment, these home economics curriculums have something for everyone—male and female, both old and young.

—PAULINE G. GARRETT, *former chairman, Home Economics Education, University of Missouri, Columbia; president, Department of Home Economics, NEA; program officer, Denver Regional Office of Education.*

© 1968, Superscope, Inc., 8134 Vineland Ave., Sun Valley, Calif. 91352. Send for free catalog.

Teacher's Pet

Want to go to the head of the class? Learn today's easy lesson.

FACT: Sony has two new AC portables that are the most functional tape recorders to come along in many a semester.

FACT: Both monophonic instruments are ideal for any number of difficult assignments in the classroom, business or at home.

FACT: Each three-speed portable features Sonymatic Recording Control—the amazing monitor that automatically adjusts recording levels without your ever touching a knob.

And that's not all. Both have solid-state circuitry throughout plus an Automatic Sentinel Shutoff that turns off the power at the end of the tape.

Right now, you can put both instruments to the test at your local Sony/Superscope dealer.

The dual-track Model 104-A (illustrated above) is priced at only $112.50 while the four-track Model 105 can handle up to 16 hours of recorded material and sells for $139.50. Each is in a class by itself!

SONY® SUPERSCOPE®

You never heard it so good.

JOSEPH D. NOSHPITZ, M.D., *associate clinical professor of psychiatry, Howard University, Washington, D.C.; assistant clinical professor of psychiatry, University of Maryland, Baltimore.*

• **When President Roosevelt told the American people:** "The only thing we have to fear is fear itself," his statement was both politically powerful and psychologically correct. He saw a phobia situation coming up, diagnosed it, and gave the appropriate interpretation. Like all good therapeutic statements, it struck deeply into the hearts of people and remained memorable in their minds.

"The fear of fear" is as good a definition as any of *phobia.* We usually think of it as a fear of something specific: of heights or animals or storms or elevators; of small closed places or big open spaces; or of some loss of control of our own bodies—a fear of fainting or blushing or wetting or soiling. Indeed, there is no end to the variety of morbid fears which have wracked this life or that—even such unusual items as fear of dolls or bridges or virgins! And, of course, there are the all too well-known children's fears of school or teacher or other children.

You might say we humans are a fear-prone species, and you would be right. The dominant emotion of early childhood is anxiety; indeed, it is possible to trace out a regular sequence of normal fears during our growing up and to track back from the phobias of later life to these early developmental events. This is so because the phobia of later life, be it in childhood or adulthood, is, in part at least, a memory of a terrifying moment in our past—a moment of such piercing, overwhelming horror that we never want to feel anything like that again, ever! If anything even suggests the possibility of recalling and reliving those emotions, we go into a panic at the very thought. Thus, for the child who connects school with some early memory of this kind, it is impossible to go to school. It scares him to take even one step toward it because it hints at recalling this earlier pain. And he fears that ancient fear; he fears fear itself, and does everything possible to avoid it.

Not that he recalls the details of the old experience; that part of it stays buried deep within him. But something tells him that it's dangerous to go to school. Something begins to make his pulse race and causes his whole universe to be charged with alarm, apprehension, and foreboding. Something makes it awful for him to try to make that first gesture toward going. And that something isn't really the school at all; it's the old hidden nightmare experience, out of sight but infinitely powerful. He senses it and is afraid.

Roosevelt was right—nothing is so scary as the

fear of fear, and that's exactly what a phobia is. The external thing (the school, or the height, or whatever) that triggers the feeling is only a symbol, a device of the mind to tie in the old and the new. Usually the person can say, "I know it's irrational to be afraid of so-and-so, but I just am. I can't stand to go near it, even though it makes no sense. I can't help it. I just feel that way."

Often enough, people are rather embarrassed by their phobias and will make up excuses to avoid admitting their existence. How often the child with a school phobia will say, "I feel sick today and can't go to school," or, "The teacher picks on me," or, "The other children will hurt me if I go." There are all sorts of "explanations," all sorts of means, to disguise and evade the pain of encounter with the really frightening situation—the symbolic meaning of going to school.

How do such symbolic businesses come into being? Where do these panicky emotions originally come from, and how do they get to their important place in the life of the phobic person?

It is possible to trace out a reasonably clear sequence of fears as normal development goes on. At first, there is the fear of the little baby, hungry for food. Watch such an infant if food is withheld for a bit and you can see him fall more and more deeply into the grip of his pain and frustration. He whimpers, then he cries, then he screams, and presently he is shaking and thrashing, red, suffused, literally flooded by the dire feelings within him. Beside himself, helpless, unable to do anything to relieve his own pain, he is, in short, overwhelmed. The first stage, then, is the fear of terrible sensations from within that can't be controlled or lessened.

The baby learns soon enough that his relief comes only from the mothering person, and, once this is learned, mother (or her equivalent) becomes vitally important as the great reliever. But this, in turn, engenders a new possibility for fear: What if mother doesn't come? What if she leaves and isn't there when needed? So separation, loss of mother, becomes the next great stage in the learning about fears, and "separation anxiety" is a recognized level in personality growth and development, normal and universal.

In the second half of the first year, the mere appearance of a stranger can trigger off quite a reaction in a baby who is not too sure about mother's presence. At best, he will certainly subject the stranger to careful scrutiny and exploration; at worst he can begin to cry and show every evidence of real terror and upset. "Stranger anxiety" is another of the benchmarks along the road to growing up.

With the movement into the second and third year of life, with speech and walking and the many avenues of mastery and achievement that come in this period, the concern about separation is lessened to some extent. With the greater awareness of the meaning of affection, a new, richer dimension of fear appears—the fear of loss of love. "Mommy or Daddy will be mad at me; they'll turn against me," thinks the toddler and is afraid. And how well parents know this! "Mother won't like you any more if you're not a good boy. She'll give you away!" has sent many a child into tears and brought instant compliance.

The new fear does not lay to rest the earlier fears. They're still there, still easy to evoke. One need only study the face of a two-year-old in a department store when his mother has stepped around a counter to check a price. He looks about and suddenly is aware that his mother is not in sight. What a change comes over him, what a wave of sheer inexpressible terror. His face contorts, the tears pour down, and he screams in fright! Mother rushes back, and all is well, but for a moment the ancient separation anxiety still waits in the wings ready to swoop and pounce.

Well, growth goes on; development proceeds. As children become more and more aware of their bodies, of sex differences, new grounds for concern appear. How come little boys and girls are different; Daddy and Mommy are different? Can a boy be changed to a girl? Was the girl once a boy and somebody (a bad man? a mean old witch? Daddy? Mommy?) came and took something away? The penis and clitoris that all little ones discover and explore and play with become charged with immense anxiety and power; fantasies wreathe about them filled with longing and yearning and fear of retribution and concern about bodily damage.

Love now becomes connected with danger, the fa-

mous Oedipus complex develops, and the youngster's life at three and four and five is charged with make-believe and endless playing out of themes of mastery and injury and, in particular, genital injury. Usually this isn't expressed in direct form, but the songs and stories of childhood are filled with tales of ". . . along came a blackbird, and snipped off her nose . . ." or ". . . cut off their tails with a carving knife; did you ever see such a sight in your life . . ." and the little boys are described as made of ". . . snips and snails, and puppy dogs' tails. . . ."

The final stage comes when all this is laid to rest by the formation of conscience and the development within the child of an authoritative voice that can praise or blame. How usefully a conscience can protect us from trouble. But how a conscience can make us suffer! Now a new set of fears emerges, fears of an avenging, terrible conscience, full of accusation and blame, full of deprecation and guilt. The danger now is of the loss of self-esteem, of falling into a state of self-hate and remorse, of being pursued by guilt. How helpless we can be in the face of this inner avenger that knows all our secrets and from whom there is no escape.

The basic mechanisms of the phobia are to take these inner sources of fear—the fear of separation or loss of love or body injury or guilty retribution—and to turn them out of the self onto some other situation, person, or symbol, where the memory of the past terror can be kept at a distance, where there can be some modicum of relief from the inner threat. If the inner threat can be converted into something external, it can be avoided, and life can be lived so much more endurably.

If the child projects his fears out onto the teacher, small wonder that he would wish to avoid that guilt-engendering, fantasy-bedecked person. Or if he projects them onto the dog or the policeman, how reasonable to be panic-stricken in their presence.

The child who becomes afraid of someone or something "out there" no longer has to deal with the pain "in here." To be sure, this will restrict his life to some extent. Perhaps he cannot ride on trains, take planes, cross bridges, enter elevators, encounter horses, or whatever. Maybe he has to make some wide detours or keep out of certain activities. But he is a great deal more comfortable in general and is quite willing to make the sacrifice in order to avoid the pain.

Now that we have looked at some of the kinds of fears that are basic to human existence, the "normal phobias" so to speak, let's turn to some of the situations that produce the actual complicated business of the phobic illness. An essential point to keep in mind about phobias is the fact of their complexity; they're not simple conditions. They represent at once a yearning, a wish, some strong desire, and a sense of its forbidding, the inhibition of the wish, the defense against it.

Let's suppose a child is angry at Mother or Father, and says or just thinks: "I wish you were dead. I wish you would disappear, be swallowed up. I wish you would go away and I'd never see you again. In fact, I'd like to swallow you down myself." Immediately he's confronted with the other side of his feelings: "What would I do if I lost Mommy or Daddy? I'd be so alone. I'd be hungry, empty, terrified." And a wave of defensive activity takes over—the angry thought has to be buried, put out of mind.

If the parents continue to do things that make the child upset, however; if they reprove him or prefer another child or prefer one another or criticize him, he may not be able to keep the angry wish at bay. So, he uses another device. He projects it outward—it is not he who wants to swallow up his parent, make him or her disappear. No, it is the reverse. It is someone out there who wants to swallow *him* up, make him disappear.

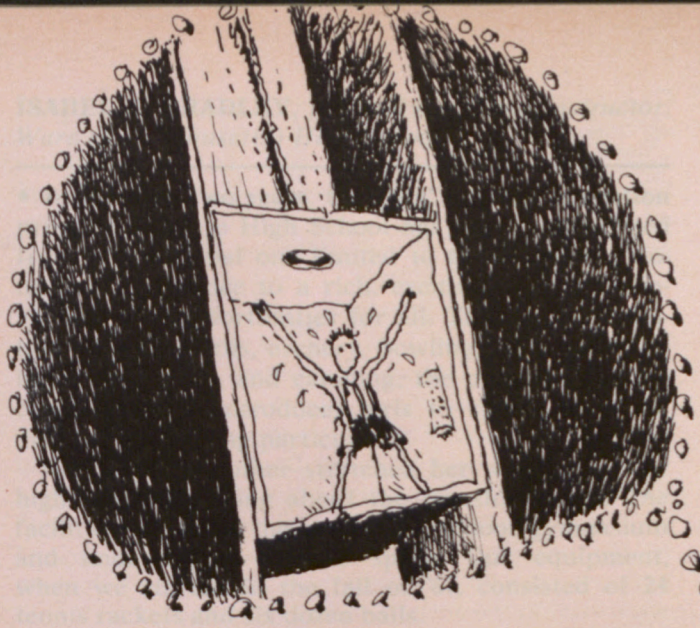
And, another change! It is not Daddy or Mommy who wants to—it is a dog! He becomes terrified at the sight of a dog. He becomes afraid to go into the street lest he meet one, and, incidentally, he is always home to keep an eye on the parents and make sure they're all right. As long as he is home with no dog around, he is contented, plays happily, is loving, and can't be a nicer boy. The issue of his hatred and anger and swallowing-up feelings—all that is at rest. The dog bears that. And so his life is spared the impact of his feelings and the work of struggling with them. Actually, this is rather a neat and efficient bit of psychological gadgetry, durable and dependable.

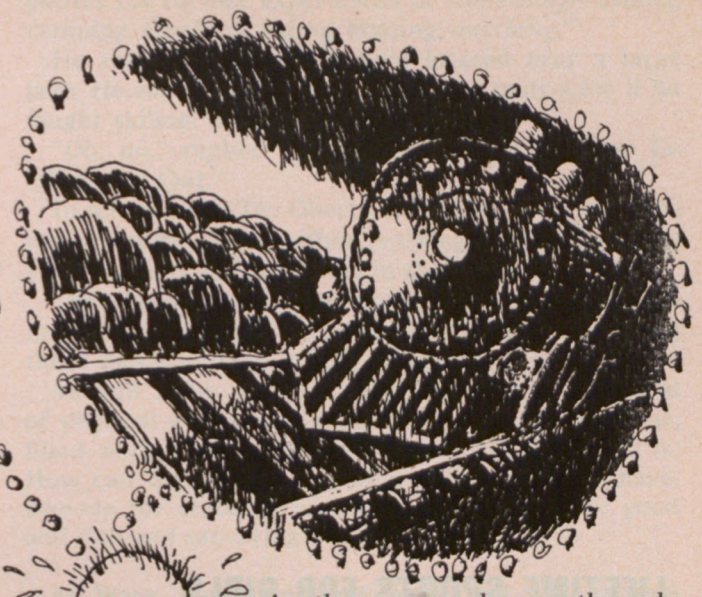
Incidentally, the choice of symbol (what to be scared of) is never chance or accidental. Somewhere in the youngster's life, "dog" became an important idea. Perhaps Sister had been bitten by a dog or Daddy often spoke of the dog he had in childhood or there had been a mad-dog scare which upset Mother—or all of these. There's always a reason for the choice of what to be afraid of.

Now, the moment comes when the parents, or the child himself, are so bothered by his inability to go outside that a lot of agitation gets under way to "cure" him, get him over it—whereupon a number of things can happen. There are, in fact, a great many ways to get a person to abandon a phobia.

For instance, one can make him so frightened of continuing the phobic behavior that the new situation becomes even more scary than the original condition. This in a sense underlies a certain philosophy of training soldiers: To develop a good soldier, you must make him more afraid of his own officers than he is of the enemy! In the home, this happens when, let's say, a father takes a strap to a child and so terrifies him that he runs outside despite his fears, just to get away from the new threat. Presto, the phobia is broken!

What happens within the child is another matter. If he can't maintain the phobia, he has to find some other way to handle the inner feelings. Perhaps he can become a more precise and obsessive person—colder, less emotional—compliant and well-behaved, to be sure, but with a general suppression of spontaneity and freedom to feel anything. Or he could become sadder and somewhat depressed, shifting the stress from the bad dog to his whole feeling of being





a bad self. After all, he has such wicked wishes. Or any one of many other changes may occur.

Another means of getting by a phobia is by "deconditioning." First the child is shown a picture of a dog across the room; next the picture is brought up close; later, he is shown a statue of a dog; later still, a rubbery lifelike model; eventually, a stuffed furry puppy; and finally, a real live dog. All the time this goes on, he is encouraged to talk about his feelings and handle the various representations. Often enough this will cause a particular symptom to vanish, although the child must still get rid of the inner nucleus. Nonetheless, when done gradually and gently, such a method usually gives the youngster the time to make a better redistribution of inner energy than would be possible in the face of a sudden forced yielding.

Optimally, however, the youngster is not faced with gimmicks or threats but is given a chance to talk about his feelings. He is free to express some of the hidden, hard-to-face emotions, to get them out of the darkness and into the light, so to speak, where he can really master them in a healthy way and have the energy thus freed available now for growth and learning. Hence, the general agreement of psychiatrists that phobias are handled best by some form of psychotherapy or counseling.

Like all human conditions, the phobia varies widely in its depth and severity. One person will be in a car accident, and for some weeks thereafter he will be unable to get into a car. If he tries, he begins to feel pangs of intense anxiety: He sweats, trembles, feels his heart race, and becomes literally paralyzed. He just can't do it. Overwhelmed, and totally panicked, he recalls that awful moment when he was yawing across the highway into the path of another car.

As the weeks go by, however, he gradually feels less of this terror. Although to begin with, he can't sit in the same seat he was in when he had the accident, he can ride in a car in his neighborhood but not out on the highway. In a few months, he is generally back to normal, except that he never gets over feeling tense at speeds of more than 40 miles an hour.

Another person who goes through a similar accident may have no phobic reaction at all, while yet another may develop a car phobia that does not get better. Indeed, the phobia gradually spreads from cars to trains to planes until even the sound or sight of a conveyance brings on the anxiety, and the person is confined to his home.

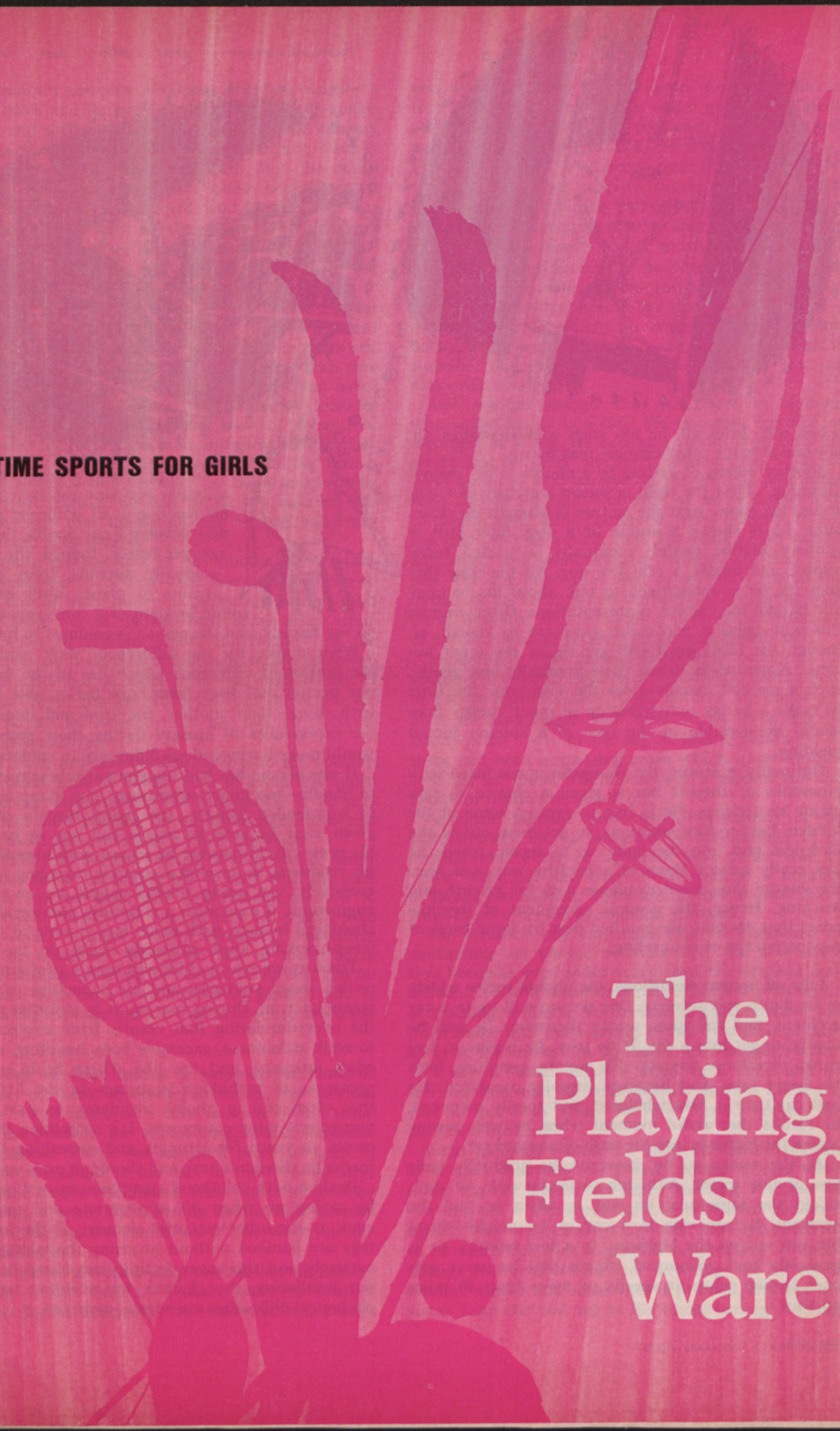
What makes for the difference? Well, aside from the important difference which lies in the fact that one person may have been born better able to cope with things than another, the kind and intensity of the experiences of anxiety during their growing up would make a tremendous difference in vulnerability.

If one person has had too many overwhelming fears to handle—too many separations, too many moments of unattended hunger, too many threats of being given away because he was a bad boy or of having his penis cut off because he played with himself—then his readiness to develop a severely crippling and progressively worsening phobia might be enormously augmented. A man with a relatively comfortable psychological history, with much less trouble of the anxiety-provoking kind, probably could do far better.

The way we rear a child will have a profound effect on his inner strengths and his capacities to endure stress later on. During rearing, it is essential to avoid the overstimulating that results from exposing him to adult nakedness, excessive body handling, enemas, adult intimacy, and the like. These build up huge pressures of forbidden yearnings in the little ones that often end in phobic avoidance as part of the necessary coping equipment. It's something the child comes to yearn for strongly and something he early learns he shouldn't have and shouldn't even want.

Dealing with childhood aggression by setting limits, by saying no when it's appropriate and making it stick, is the other essential element. If the love feelings are handled without arousing the youngster excessively and the anger feelings are controlled without retaliating, the chances for avoiding later psychological difficulties are surely improved. •

LIFETIME SPORTS FOR GIRLS



The Playing Fields of Ware

ISABEL K. BRADLEY, *physical education instructor, Ware (Massachusetts) High School.*

• **In the past two years, the girls' physical education** program at Ware High School has been transformed from a traditional one limited to team sports, gymnastics, and dance to a rich, exciting experience involving new opportunities for all. Through the addition of golf, tennis, archery, bowling, horseback riding, skiing, judo, and camping, the program has become one that introduces girls to sports in which they can be lifelong participants.

No fairy godmother stretched her wand over our high school to bring about the transformation. The facilities remained the same—one indoor gymnasium and undeveloped outdoor space. Our equipment, when we started in the fall of '67, consisted of 24 tennis rackets and six dozen balls.

Behind every revolutionary change must be an inspiration—a cause worth fighting for. For years, physical education has included as one of its objectives "the worthy use of leisure time." With this goal in mind, colleges and universities have stressed individual sports, but in the majority of high schools such sports have been too expensive to be included in the program. In addition, the schools went all out on physical fitness programs after 1956, when the President's Council on Youth Fitness—now called the President's Council on Physical Fitness and Sports—was formed. Teachers floundered in a sea of conflicting goals and objectives.

An outstanding leader in the profession, Delbert Oberteuffer, emeritus professor of physical education at the Ohio State University and editor of *The Journal of School Health,* brought these conflicts into sharp focus in a speech delivered at the Boston Convention of the Massachusetts Association of Health, Physical Education, and Recreation in 1967.

". . . the most challenging problem will involve the evaluation which our students will put on the quality of their experiences with us as time marches on. Will their experience be dull? exciting? a bore? worthwhile? drab? or rich? We must find why some children hate gym and want to get out of it. . . . Ideally, of course, we would like to have physical education be a rich experience for everyone."

A rich experience, according to Dr. Oberteuffer, is one that leads to a lifetime of exhilarating participation; to self-realization, not just as a child, but as an adult; to self-fulfillment, not just as a schoolgirl, but as a 50-year-old mother.

Dr. Oberteuffer asked the large assembly of physical educators these questions:

Do you teach the same old things day after day, year after year?

Are strength measures and fitness scores the criteria by which you judge the contribution of physical education to the total education of the child?

When your children finally finish the requirement in PE do they give away their sneakers? Do they think of it as a terminal experience?

Dr. Oberteuffer sensed the answers. "What a pity," he continued. "What a pity we do not whet their appetites for further experiences of *something*—fishing, camping, climbing, skiing, boating, *anything.*"

He told of visiting a school located near a large lake. He asked the physical education instructor if he taught sailing, boating, or swimming.

"Oh, no," replied the instructor, "we have no facilities for that."

In amazement, Dr. Oberteuffer said, "But you have this beautiful lake within walking distance—surely your students are interested in these sports."

"Yes, indeed," the instructor replied, "but they have to get them on their own; we have no way of putting these sports into our school program."

All will agree with Dr. Oberteuffer that "the field of physical education is itself a potentially rich one, filled with goodies for everyone." The question is, How can the schools, working with what they have, provide the students with experiences that are good and rich and satisfying?

At Ware, mountains and lakes, golf courses and bowling alleys, riding trails and tennis courts were available. How could we arrange the school program so as to take advantage of these resources?

Some answers to this question came from bulletins that arrived at regular intervals from the Lifetime Sports Foundation, Washington, D.C. I read every word—accounts of other schools' experiences, of new films and teaching aids, of sports workshops and recreation clinics. One bulletin described the program in Mamaroneck, New York, where "instructors have largely abandoned the deadly dull calisthenics routine . . . in favor of emphasizing lifetime skills . . . [in] sports that are carried over into adult life."

Another story, headed "Pilot Program Big Success in Boise; New Lifetime Sports Classes Planned," told of how schools in the Idaho city had found ways and means to teach skiing, bowling, table tennis, and archery. The realization that other schools were solving the problem increased my determination to do something for our students.

Having given up the hope of securing equipment for archery and golf through the annual physical education budget (the items had been disallowed twice), and knowing that there was no possibility of getting tennis courts or a swimming pool, I turned to the students for help.

In the spring of 1967, a new organization, the Girls Athletic Association, with membership open to all girls in the high school, replaced a smaller group, the Girls Leaders Club. In May, a survey conducted to find out what kinds of athletics the girls really wanted showed that outside of basketball and gymnastics all preferences were in the field of individual sports—tennis, swimming, skiing, judo, archery, golf, bowling, horseback riding, and camping. At the first GAA meeting after the survey, the girls' enthusiasm was boundless; in fact, the girls who had been most lethargic in gym classes became the most excited and had the best ideas.

When some girls proposed archery, I said, "We have no equipment."

They answered, "We'll bring our own bows and arrows and we can use bales of hay for targets," and several immediately volunteered to supply hay from their fathers' barns. All agreed that the ungraded, grassy area at the side of the high school would be perfect for the archery range.

Most surprising was the enthusiasm for judo. The girls knew of a man who had started a judo school in a nearby town. They suggested that he be invited to come to the high school and give lessons.

My head was whirling. Transportation, expense, time, effort, longer hours, safety, school regulations —was it worth it? The answer was in the girls' faces —their eagerness, their excitement. Yes, we would try. We formed committees and named managers who would work during the summer and return in the fall with plans.

What happened in September 1967 would surprise even the most optimistic. Everything seemed to fall in place once we tried to make use of the opportunities surrounding us. Through the girls' initiative, we were able to introduce nine new sports—several conducted during school time; most of them, in after-school hours. When a student voluntarily fits sports into his daily life, he is forming a habit that will continue long after the requirements of school days are over. The objective, "worthy use of leisure time," becomes more than a paper phrase.

Nearly every girl found some sport that was just right for her. One of the primary goals of GAA is participation for all—the shy, the obese, the poorly coordinated, the artistically talented, the average, the misfit—not just the naturally athletic girls who so often dominate the physical education program. Participation in GAA sports reached a high of 90 percent.

In order to establish a fund for promoting lifetime sports, the GAA was permitted to take over a candy sale formerly sponsored by the Girls Leaders Club. Only a minimal amount of the money was spent for GAA awards—membership pins and felt W's. The prizes for top candy sales, all donated by community sponsors, carried out the theme of individual sports —a recurve bow and six arrows, tennis rackets, badminton set, golf club and balls, a gi (a judo suit), six horseback rides, six passes to the Dunroamin Golf Course, six passes to Rollaway Bowling Lanes, five ski lessons at Mt. Tom.

To secure administration approval of the lifetime sports program, the girls prepared a brochure outlining the plans for each sport to be included in the GAA program. After being assured that all expenses of the program would be underwritten by the GAA and individual student fees and that arrangements for insurance coverage were in effect, the school committee gave unanimous approval to the whole program, and the superintendent added his wholehearted support.

Like any other teacher who assumes responsibility for a new program, I had to put in countless hours of planning, conferences, telephone calls, and paper work. It is almost impossible to do this and carry a full teaching load. Student teachers from Springfield College, senior majors in the Department of Physical Education for Women, were a great help to me during the transformation period. Not only did they teach in the physical education classes, but they helped supervise the lifetime sports program. Their services were vital to the success of our venture.

As soon as the sports program got under way in the fall, the girls sent publicity stories and photos to the Springfield and Worcester papers, and to the local weekly.

Not only did the program make full-page spreads, but it was the subject of an editorial, "The Playing Fields of Ware," in the *Evening Gazette*, a Worcester newspaper. The editor praised the GAA for coming up with "some ideas on schoolgirl athletics that make much sense." Questioning the value of typical school sports, he wrote, ". . . the housewives and mothers of Central Massachusetts can be seen on tennis courts, in bowling alleys, on the golf course, at the swimming pool, or riding horseback. Why, then, can't high school girls gain some instruction and proficiency in these 'lifetime sports' as part of the regular school program? The girls at Ware High are doing it now as an after-school, extracurricular activity—but we offer the fresh approach of the Girls Atheltic Association for the consideration of the public school curriculum planners."

Publicity and public interest were effective. The school committee approved without question the 1968-69 budget for archery and golf equipment.

Any physical education instructor who is waiting for the facilities, equipment, and money to be handed out for lifetime sports will wait in vain. The secret is to take what is on hand, both in school and community, and make the most of it. When results begin to show, when students and parents come alive with the excitement of it, then, and only then, can the teacher expect to get additional help. Taxpayers will continue to refuse money for so-called frills until they are convinced of educational values. •

You must know there is nothing higher and stronger, more wholesome and good for life than some good memory, especially a memory of childhood. People talk to you a great deal about your education, but some good sacred memory, preserved from childhood, is perhaps the best education. If a man carries many such memories with him into life, he is sage to the end of his days. And if one has only one good memory left in one's heart, even that may sometimes be the means of saving us.

—Dostoevski.

OUTDOOR TEACHING

GENE LEYH, *staff teacher, Frederick County (Maryland) Outdoor School.*

• **What would you do if you found yourself with a** group of 30 sixth graders in a classroom of 10,000 acres of woodland? This question confronts many new sixth grade teachers in the Frederick County, Maryland, school system each year, and as a member of the staff of the outdoor school, I have found myself in this situation many times over the past eight years.

Outdoor education is experiencing a phenomenal growth throughout the country. As a result, teachers must learn to make more and better use of the out-of-doors.

In the outdoor school in Frederick County, we have used or are now using some activities that have proven valuable and interesting. They are designed to give each student varied experiences in the out-of-doors, to make each student use his senses, and to involve him in outdoor education to the extent of his abilities.

One successful approach we have used is the field notebook technique. During an outdoor class session, instruct students to do the following:

1. Find an object that is totally unfamiliar to you. Examine it closely, touch it, smell it, become involved with it.
2. Make a rough sketch of the object; put as much background as possible into the sketch and label whenever necessary.
3. Write a detailed description of the object, including its color, size, environment, and location.
4. Attempt to name or identify the object and then —back in the classroom or library—read as much information as you can find about it.

Another technique we have found helpful—especially when studying the geology of our area—is use of cue cards. The cards are divided into squares; blocks across the top are labeled *Rock Sample 1, Rock Sample 2,* and so on; the ones on the left side list characteristics that help to identify rocks, such as color, texture, and hardness.

When students find rock samples, they fill in the cue cards which then serve as handy records for identifying their samples. The cards can also be used to record information about trees, wild flowers, ferns, and the like.

At our outdoor school we have a project we call the All Day Field Study. During this activity, students take a compass hike, cook their lunches out-of-doors, and do a field study.

To organize the field study, I divide the class into small groups and have them choose a topic to investigate. Sample topics could be: rocks and minerals, trees, plants, animals, insects, or soils.

I prepare questions on each topic for the groups to answer. Questions for those who select rocks and minerals might be: (a) Can you find a sample of the three different kinds of rocks—igneous, metamorphic, and sedimentary? (b) How many different colors can you find in the same rock? (c) Can you identify the most common rocks in this area? What adjectives would you use to describe them? (d) What minerals can you identify in the rocks?

Games, contests, and storytelling are appropriate in the out-of-doors as well as in the conventional classroom. Games such as twenty questions or a nature scavenger hunt are ideal.

In an outdoor situation it is never difficult to find something that can stimulate storytelling. A technique I have found very useful is the unfinished story.

I recall that once when compass hiking through the woods, we happened on an old foundation. Seeing that this interested the boys and girls very much, I began to tell a story about a poor but hard-working farmer who had four sons, all of whom were industrious except one, who was more interested in the wildlife on the farm than he was in plowing a straight furrow. I worked the story to where each son had proven himself except the conservationist, who got involved in a situation in which he could either be a villain or a hero. At that point, I stopped the story and had the children finish it.

A teacher in the out-of-doors is limited only by his enthusiasm and imagination, for if he looks around, he will find endless opportunities to broaden the horizons of his students. •

SCHOOLS THAT TURN PEOPLE OFF

Sculpture by Fred Wertlieb

STEWART DOIG, *teacher of social studies, East Williston, New York.*

• **Early in his school life, a child learns that teach**ers would rather compare one student's achievements to those of others than trust any student's natural motivation to learn. He also learns various means for escaping a disturbing environment in which almost all activities are designed around a core of comparisons and win-lose. Methods courses, teaching teams, and individual teachers wrestle with objectives, motivations, and evaluations, but somehow most teachers go on assuming that competition is the most important if not the only motivation to learning.

At the same time, the child learns another lesson—to suppress his feelings. A teacher confronted with a tearful kindergartner feels free to offer comfort. By the second or third grade, however, all this is changed. An angry or otherwise emotional encounter between children receives an abrupt response: "Now let's act our age." To children, the lesson must seem to be that adult behavior requires at least the hiding of one's true feelings from others, and at most, it requires denying them to one's self.

I once asked a class of high school juniors to express some of the things that made them feel bad about themselves. The words tumbled from them all. "I don't study enough." "I'm lazy." "I talk too much." When I then asked them to express their good feelings about themselves, the silence was awful. A few responses finally came, but they were tentative and apologetic. The class agreed that the reason for their reticence was that personal growth comes from awareness of shortcomings and efforts to overcome them. They felt that concentration on good feelings about one's self could result only in conceit, and conceit is unproductive.

The home does much to encourage this kind of self-denial, but the schools play their part in reinforcing it. The results are legion. If you cannot trust your good feelings about yourself, it follows that you cannot trust *any* feelings about others. Feelings are not to be shared because they may be wrong, or at least they are subject to change. Few seem to realize that feelings are a fact and that labeling them right or wrong is fruitless.

The classroom emulates the adult environment, in which ideas are shared, but not feelings. It is presumed that the best response to an idea is another idea but that feelings are neither expressed nor responded to.

The irony of the teacher's failure to legitimatize the expression of feelings in the classroom is that instead of achieving the healthy competition he seeks, he is confronted with a cooperative conformity that is nothing less than stifling. Competition becomes the essence of the classroom, but not in the way the teacher intended. It reveals itself as a contest between the class and the teacher, each struggling to impose one kind of agreement on the other. The usual outcome is a modus operandi acceptable to both—a contract in which seemingly incompatible viewpoints are reconciled. It never really works, but it can be lived with.

The contract, were it ever verbalized, would read something like this: We, the undersigned students, in the interest of survival, agree to compete to such a degree as to fill the requirements set by the teacher, but not to the extent that we violate our pledge to be dishonest about our feelings, both with ourselves and with one another.

Because of this contract, in the three situations described below the students are unable to help one another to learn and the teachers are unable to show them how.

The high school senior class has just heard a lecture entitled "Money and Man." The teacher asks, "Any questions?"

No one responds. The teacher has planned a half-hour discussion and feels that the lecture should be clarified first.

"Is there anything that you do not understand?" she asks. "This is a pretty complex business."

Still no response. A long silence follows as students contemplate their desk tops. At last, a lone hand is raised hesitantly.

"Martha?"

"I guess," says Martha, almost apologetically, "I still don't understand what makes our money have value if it's not backed by gold."

An audible sigh of relief rises from the class.

Because, under terms of the contract, the youngsters couldn't check out each other's feelings, each believed himself to be the only dope in the room and thought that he would reveal himself if he asked a question.

The teacher finds that the criteria developed by the class for the evaluation of research papers are not serving as an effective tool in the actual process of evaluation. The class is politely attentive as members read their papers, then apathetic when evaluation is called for.

"I didn't set the criteria," the teacher complains to the class. "*You* did. What's the matter? This could be really exciting, but you just won't try."

"Why do we have to pick everything apart?" one student responds. "It gets boring after a while."

"I could see things wrong with the papers," says another student, "but I don't want to hurt anyone's feelings. Besides, you're the expert in research. Why don't you do the evaluations?"

The contract tells the students to rationalize their inability to be honest. The boy says, "I don't want to hurt anyone's feelings," when what he really means is, "If I hurt his feelings, he won't like me." Students learn to be equally dishonest about positive feelings toward others. Compliments must be withheld lest they be seen as requests for affection, a sign of weakness that breaks the rigid norm of conformity. Honest affection between teacher and student must be de-

Mr. Doig is at present on sabbatical leave to the Center for Organizational Change, Brevard County, Florida, public schools. In 1967 he was an education intern, NTL Institute for Applied Behavioral Science.

nied lest the "teacher's pet" label be applied. The net result is that so-called friendships are often shallow, arm's-length relationships.

A debate has just ended in a junior high English class. Roger has been declared the victor. The teacher asks Walter, the loser, if he understands why he was outscored.

"I guess so," he says.

"Why?"

"Roger was better prepared."

"How?"

"He had more facts and he had them organized better."

"That's true. Anything else?"

"His arguments were, well, more logical, and he had rehearsed the way he was going to do it."

"Yes, his presentation helped. I want to emphasize, Walter, that your work is not bad. It's just that you need to put a little more effort into each part of it. Understand?"

"Sure."

Walter leaves the class with his best friend.

"That louse, Roger," he says. "He's so slick with words. He's been fooling people with his big fat mouth ever since he came to this school. I hate his guts."

Undoubtedly, the debate between Walter and Roger was stimulating for the other class members—it is a rare refreshment to see someone other than the teacher at the center of attention—but it is likely that the most important learnings were the ones that got least attention.

The teacher had assumed that during a debate viewpoints would be changed and learning would take place. However, if debates in the humanities are to accomplish anything more than merely to reinforce prejudice, they must have a degree of scientific objectivity, and Walter's preoccupation with his long hostility toward Roger had made him so defensive that it was impossible for him to be objective.

Those who observed the debate probably shared Walter's confusion of thoughts and feelings, and this confusion undoubtedly influenced their evaluation of the debate. What part did personal and group loyalties play in the evaluation? What was the impact of competition on evaluation and learning? It would seem that the teacher was guilty of wrong diagnoses of student needs. It is my experience that much bad teaching results from this cause. Creative methods directed toward unworthy ends are flashes in the pan, "full of sound and fury, signifying nothing."

Walter's most important learning may have been that it is wiser to avoid class debates. Further, he has probably experienced a reinforcement of the student contract not to deal with feelings in the classroom. If Walter does confront Roger, it will have to be outside the classroom. It is doubtful that even the teacher's cognitive objectives were achieved in Walter's case. At most, he has marshalled ideas and facts to defend himself against Roger. It is unlikely that he is able to look at their validity independent of his own involvement.

Usually, teachers learn more than their students. This indicates that students need more opportunities to teach one another. Teachers accept this concept and build all sorts of lesson plans around it. Their techniques cannot work, however, while the contract we have been discussing is in effect. How is one student to help another improve his research and writing skills when the lessons he has learned best make him say, "I must be critical enough of your work to impress the teacher, but not so critical that you will retaliate with devastating comments when it is my turn to be criticized"?

What is needed is a new contract involving a climate of openness and humanity. Some teachers are experimenting with the idea, but they are few and far between. It is incredible that such a contract should seem so risky, but we have been phony for so long that the disingenuousness of childhood appears beyond recall. A flicker may remain, however. Recently, when after some noticeable and painful hesitation, I said of a student skit, "It was lousy," the reaction was totally joyous. "We knew it was awful," they said, tearful with the laughter of release, "but we didn't think you'd say it. Teachers never tell it straight. It's always, 'You worked well together, but . . .' "

The new contract must be based on the presumption that in a world of unprecedented change, the students need values and skills more than content. These values and skills must help them to organize themselves and their institutions to gather information and to make decisions about goals and how they can be reached. The day is gone when a basic body of knowledge, given to all students, can equip most of them for life. As a history teacher, I have caught myself checking back on the meaning of the Stimson Doctrine so that I could teach it. To what end? If I was not impressed by its significance after 17 years of teaching, what was my purpose in forcing it upon my students? Basic knowledge, indeed!

A contract based on such a presumption would have as its corollary the conviction that we are going to need tough, emotionally strong people more than ever before in human history. The classroom that sets as an objective the development of such toughness will be one in which students are required to share in setting learning goals for themselves and for the group. It will be a classroom in which students run the scary risk of growth through the honest evaluation of themselves and of one another and of the teacher. (In my experiments, students welcomed opportunities to evaluate me, but were terrified at the prospect of honest ratings of themselves and one another.)

The new contract will aim at the kind of toughness that risks tenderness as well as hostility. Perhaps most important of all, the new contract will be an open one, openly negotiated. It will recognize that what happens in schools is more about people than about things and that the classroom is best when it is not seen simply as *preparation* for life but is viewed as life itself, where risks and rewards are here and now and very real. •

OPINIONS DIFFER

THE VALUE OF THE PTA

ELIZABETH S. HENDRYSON, *national president, National Congress of Parents and Teachers;* **CORMA A. MOWREY,** *director, Organization Relations Division, NEA;* **DOROTHY RICH,** *home and school columnist, the* Washington Post; *and teacher of parent education, the University of Virginia.*

• **Mrs. Rich: Let me say, first of all, that I think much** of the current dissatisfaction I hear expressed about the PTA is really part of a growing estrangement between parents and schools. The many letters that I receive as a syndicated columnist indicate that when children first go to school, parents—most of them at least—feel fairly close to the school and want to work with it in a constructive way. But then over the years, disillusionment sets in.

MRS. HENDRYSON: Does your mail suggest why this is so?

MRS. RICH: It happens for many reasons. For one thing, today's parents think they're just as well educated as many of the school people, and they are. This adds a new dimension to parent-school relationships. Another factor is the parents' unrealistic expectation that the school is the place to solve all their problems. Some parents tend to blame the school for everything the youngster does both in and out of school. If the educational system doesn't work miracles and make the child fulfill all their high expectations, they are indignant.

MRS. HENDRYSON: True. Parents are putting responsibility on the school for solving all social dilemmas, as well as health and educational problems.

MRS. RICH: Yes. But to come back to the PTA, I have here some actual quotes from letters that parents have written me: "PTA's are a big joke. Practically any change would be an improvement." "In twenty years of experience, I've seen nothing really meaningful achieved by the PTA." "I'd like to see the PTA reorganized as a common meeting ground for parents and teachers to discuss problems of a general nature and plans specifically related to the individual school, such as how we can help our youngsters academically."

Parents would like to have administrators come to PTA meetings to explain the rationale for some of the school rules that often seem senseless and cruel. One mother wrote me saying that when she tried to get her PTA to discuss a school rule prohibiting talking during the lunch period, she was told that the meeting wasn't the appropriate place. "Where is the appropriate place," she wondered, "if the school administrator won't listen, and nothing else can be done?"

Some parents say the PTA officers themselves become rubber stamps for school administrators and therefore don't represent the thinking of the parents.

Without exception, every parent I talked to felt PTA's had little value for them.

MRS. HENDRYSON: I've heard the same things, Mrs. Rich, for of course many people identify me with the PTA. Sometimes these are justified criticisms. But I think it depends on the local unit. Many PTA units *do* see to it that the programs reflect the interests of the parents and the teachers together; they know what the PTA should be. The question is, When a local unit doesn't know, how do you get them to realize what their function ought to be?

Take the parent who is told, "We can't talk about that." Who has the authority to say so? Obviously, if an officer who says it is neither the principal nor a teacher, he is very much swayed by that principal or by the most influential teacher in the local unit. This brings up a truism: The PTA in a school is just as good as the principal wants it to be—it's the kind of organization that he envisions that it ought to be. The principal *should* have an influence on the kinds of activities that go on in his building, but we ought to make a greater effort to help principals understand what we conceive our organization to be and what responsibility they have for making it that kind of organization.

MISS MOWREY: I'm sure you can tell them many positive things about the organization.

MRS. HENDRYSON: Certainly. The PTA has much to offer. We provide a forum for parents and teachers, and we do give leadership training (good in some places, but not in others, I'm sorry to say) on how to develop a program that does meet the needs of the local unit rather than those of the national PTA or the Council or anything else. And the principal should be in on the development of the program, I feel.

I'd like to emphasize that, first of all, the PTA is an adult education association, even though many of its members may not think of it that way. They think it's a sort of activity for parents in a school, and it really isn't. It was founded in 1897 to help mothers be better mothers. And the things its founders said then still apply today even though our world is fabulously different from theirs. They felt that it's extremely important for the home to take a part in educating children. I believe that the PTA today should encourage parents to assume responsibility for teaching their children before they enter school and for helping them be better students after they're there.

MISS MOWREY: May I make a point here? You said the PTA was founded to help mothers. As I go about the country these days, I find a great number of young fathers who are presidents of local PTA units. You agree, don't you, that this is excellent?

MRS. HENDRYSON: Oh, yes.

MISS MOWREY: And another thing: The myth that once was not a myth—that the PTA concerns itself solely with raising money—seems to be disappearing rather rapidly. Am I right on this?

MRS. HENDRYSON: Yes, it is disappearing. This is really a triumph of the program of the national PTA, which has gone around spreading the gospel that the school board should provide those things the school needs. We have also interpreted a philosophy that

money raising for demonstration projects should be just that. Where a school board does not see the wisdom, say, of establishing a library in an elementary school (or if they are financially unable to do so at the time), the PTA will raise money, will contribute voluntary effort, and with the guidance of professionals in the field will establish the library. Then when they have proved that this is a desirable facility and service in the school, they will turn responsibility for it over to the school board except in cases where they have fallen in love with their project.

Well, that is our philosophy about fund raising—that it should be for seeding operations—and I do believe our seeds have fallen on fertile ground.

MRS. RICH: Yes, I think they have. Frankly, I've no quarrel with your goals. They are fine. I will argue, though, about what I see in practice, in two particulars. You touched on one: the principal. Either he's on the side of good home-school involvement, which means getting the best from everyone and not being scared of having parents in the school and using them in constructive ways, or he seems to be running to the end of the hallway if he sees a parent, or he's smiling pleasantly and nothing is really taking place.

I wish the national could begin working with principals in a constructive way, perhaps through workshops, and tie them in with the parents.

MRS. HENDRYSON: I agree with you. And when a principal says he promotes the PTA in his school, often all he's saying is that he requires his teachers to attend. This is the least effective thing he can do.

MRS. RICH: Some parents feel they have to attend.

MRS. HENDRYSON: How is that?

MRS. RICH: Well, according to many parents, they believe that if they don't show up for meetings, their children will suffer for it. They have indicated that attendance of parents is taken in some schools. Other schools work more subtly, through the child. For instance, the room whose parents all attend gets a prize.

Incidentally, I wonder what could be done to get teachers to work more effectively with parents. You know, teachers often treat parents the way they treat their pupils.

MRS. HENDRYSON: They do that less often with fathers, I think.

MRS. RICH: I agree. That's why I always urge mothers to take fathers with them when they go to the school.

And here's another point on my mind: Though PTA goals are excellent, I believe that part of the difficulty in achieving them arises because the members don't know how to work in a group. The national could do something to help—provide leadership. Do you hold group workshops for your officers?

MRS. HENDRYSON: Yes, we do, and we have intensified our effort to furnish opportunities for local units to explore ways of making their organizations what they ought to be. We have always offered these opportunities, but we give the responsibility for them either to the councils or to the districts if there aren't enough PTA's to form a council.

The national PTA really sees itself as an organization that provides leadership education for its local units and helps them develop relevant and important programs. So the national is primarily a service resource for the local units, and we're more or less successful, depending on the type of leadership that rises to the top in the states and in the local communities.

In some communities this leadership is forcing itself up and onto our stage, so to speak. For example, we had a conference of a hundred poor people a year ago in September, and these people, though they are not traditional PTA types, are leaders and are demanding leadership roles in some school-related organization.

When we invited them to join our ranks, they asked

"Try to behave yourself. Don't whisper, fidget, or carve your initials on the desk."

PEANUTS
By Charles M. Schulz
MY DAD IS A BETTER BRIDGE PLAYER THAN YOUR DAD
MY DAD HAS TRAVELED MORE THAN YOUR DAD..
MY DAD IS TALLER THAN YOUR DAD
MY DAD GOES TO PTA MEETINGS!
SCHULZ

—Reprinted by permission of The Baltimore Sun

Copyright, 1963, by United Feature Syndicate, Inc.

"There's P.T.A. tonight . . . feel like shooting your mouth off?"

us to provide an organization that isn't organized in the school, because in many cases they feel that the teachers and the principal are opposed to them, talk down to them, and treat them badly. They also asked us to give them leadership training. They weren't sure what they were asking for, but they really were asking for what we can provide.

One of the little-known things about the people who founded our organization is that they were not focusing mainly on the schools. They were trying to educate a generation of parent-teacher-citizens, people who would improve all the institutions that deal with children. In fact, at that time they were particularly interested in recreation facilities. The organization they set up was one to which, with certain timely exceptions, everybody could belong. Those who joined learned how to be citizens. That's the kind of learning we still have to offer. We are the largest organization, the one most available across the nation to teach people how to be citizens of communities. A student of urban problems has said that the inner city has no neighborhood focus anymore, except possibly for the PTA. For this reason we are making a special effort in the poorer areas of cities where we haven't done as much in the past as we should have.

MISS MOWREY: Well, I believe parents are knocking at the schoolroom doors. You know the Joint Committee of the NEA and the NCPT is searching for ways to develop closer relationships, to help in answering some of the questions, to find solutions to problems.

MRS. RICH: I think the schools will have to take the lead. Working with parents is very much a part of the teacher's job, but I do not see adequate training for this.

MRS. HENDRYSON: I wanted to mention that myself. During the 1950's when the PTA was exploding into its top membership of 12 million, many teachers colleges and schools of education had courses in the PTA. I no longer find many of these courses. I don't know just why—it may be our fault, it may be because of a change in philosophy on the part of teacher education institutions. We have in mind going into institutions of higher education and offering our services, offering to provide background materials, and so forth.

I spoke earlier of leadership education. I think we must have more membership education, too. We don't always provide it, and this is where we fail. But we're doing much better lately. We have now, in three states, demonstration projects in field service that are trying to give certain local units in several districts of each of these states a kind of leadership training, or adult education, in developing programs to meet the local units' needs.

MRS. RICH: I'm concerned that we'll never really get caught up.

MRS. HENDRYSON: Well, I'm concerned, too, but one hopeful thing is that we now see that what used to be is no longer.

MRS. RICH: That bake sales as a primary function of the PTA are out.

MISS MOWREY: They're still going on, in some places. However, although we hope they'll be out more and more, interpersonal relationships are in and must be expanded. Teachers and parents and students must communicate.

MRS. RICH: Parents now expect the schools to treat them like individuals, not groups. I'm not sure how we can do this except for the rare person who can talk to a group and make everyone feel that he's talking to them as individuals.

The personal involvement a principal has to have with people is enormous. He needs charisma, a personality that exudes confidence—but not smugness.

MISS MOWREY: Maybe there should be more courses for school administrators on how to work effectively with the public, with the community.

MRS. HENDRYSON: I believe that the PTA is the best avenue for interpreting the community's wishes to the school. It's also a potent public relations arm of the school. Where the PTA is well-organized and its leaders know how to function (and by the way, we have to remember in our leadership training that officers change every year, so we must hammer away at the fundamentals every year), no group is more impassioned in presenting the school's needs to the public.

MRS. RICH: Well, I think you're in an ideal position, with this great body of parents and faculty, to fill such a role. But I have found people who regard the PTA as the whitewasher for the school.

I think the PTA should address itself to parents' fears about school. Parents are often scared of teachers, though I remember one teacher's remark: "A teacher, as a rule, is a gentle person compared to the mother bear who's fighting for her cub." Hostile parents may insist on frequent, perhaps too frequent, meetings with the teacher, but concerned parents don't want to be labeled as cranks just because they ask for conferences.

MRS. HENDRYSON: We haven't yet talked here about parent-teacher-student associations. Already, these associations are bringing a big change in the character of the PTA in the secondary school and they are working very well.

I was at a meeting where a panel of students were discussing how they feel about adult resistance to change. A PTSA student was on the panel, and he said, "I don't know why you don't join your PTSA. We are members on an equal footing with the parents and the teachers. We have an opportunity to express our views; and together we decide what ought to be done, and we get things done." This is a nationwide trend.

MRS. RICH: But not a big one in practice yet.

MRS. HENDRYSON: Oh, yes. It is very big. It's the wave of the future. I'm continually reminded of the national theme President Nixon announced: that we have to listen. And we'd better start listening. I think we see signs of listening in getting people together where we can hear each other.

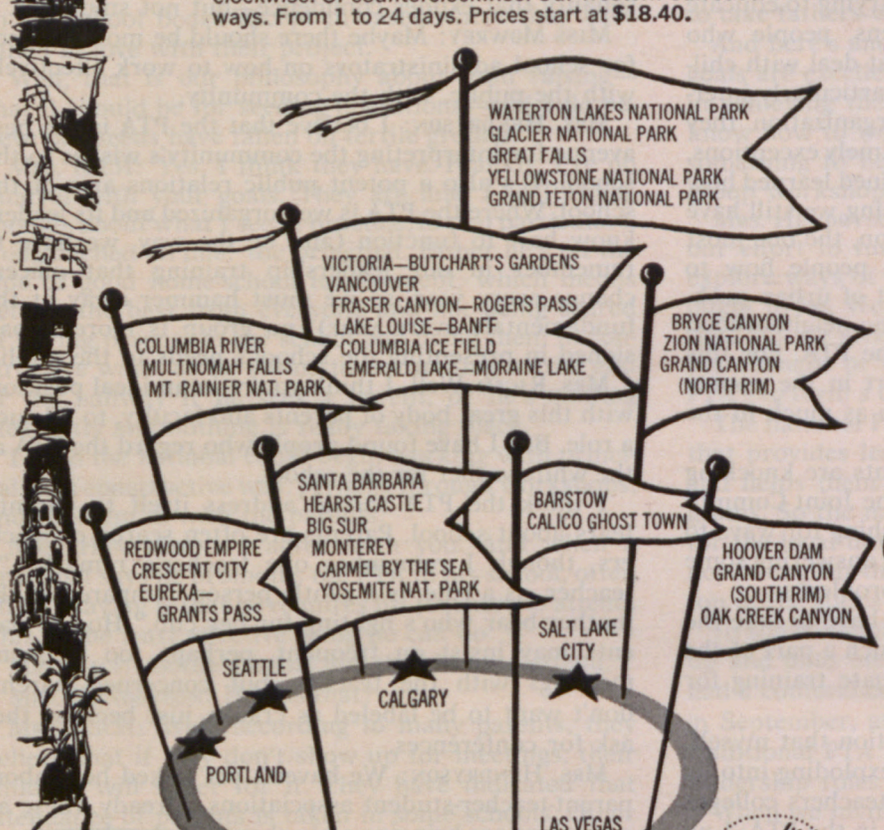
MRS. RICH: Excellent. But let's not sit and say, "People are getting together. Fine." Events shouldn't force the PTA; the PTA should lead.

MRS. HENDRYSON: We're trying to do just that. I think the PTA's hour has really come. What we do from here on will make all the difference between participation in the schools by parents and students in an orderly way and participation in a disorderly way. •

We've turned the whole wide wonderful West into a WESTERN CARROUSEL

Hop aboard!

Now you can really see the West. See it all, or as much of it as you like. Hop on at any city shown here. Hop off at any other. Tour clockwise. Or counterclockwise. Our Western Carrousel turns both ways. From 1 to 24 days. Prices start at **$18.40.**



See Florida best on the FLORIDA CARROUSEL

See all of Florida or any part of it! Start in Jacksonville, Miami or St. Petersburg. Enjoy deluxe transportation, fabulous sightseeing. 1 to 8 day tours from **$19.95.**

See Mexico best on the MEXICO CARROUSEL

See all or any part of it! Hop on in Texas, California, Arizona or in Mexico. See Mexico City, Taxco, Acapulco, Guadalupe Shrine, more! 3 to 22 day tours from **$73.30.**

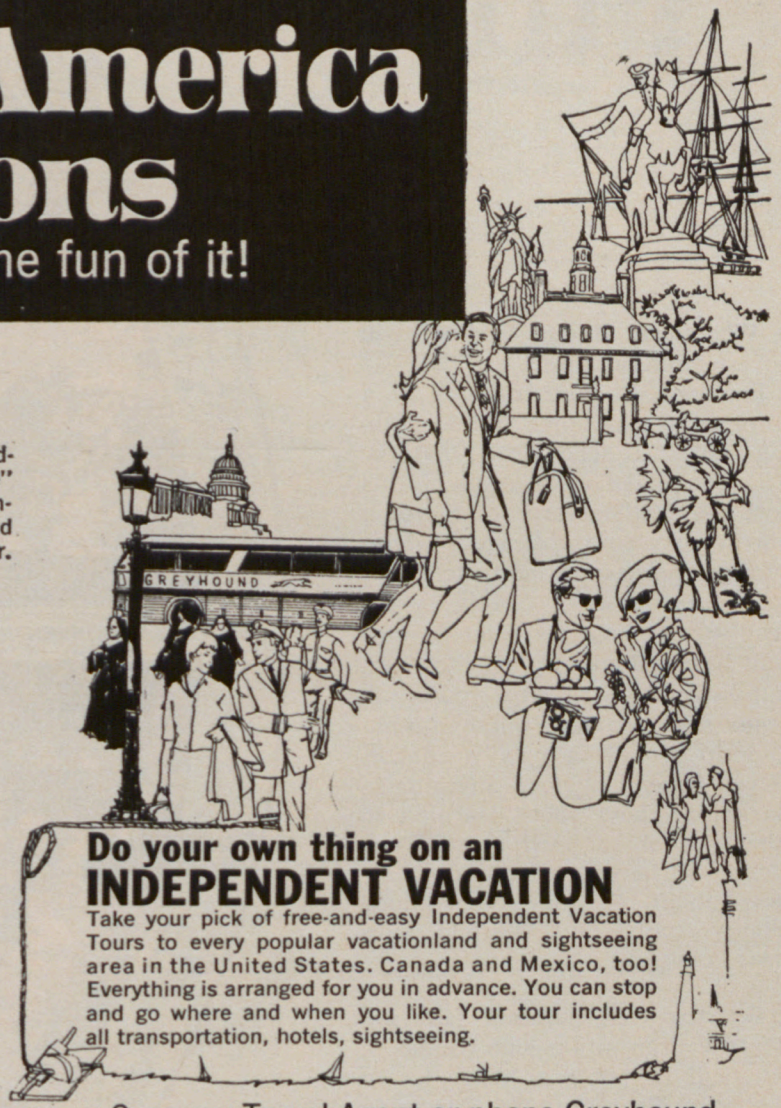
All Carrousel Tours include "private" bus transportation, hotels, sightseeing, many meals, escort service, much more! Add fare to starting point of tour.

All prices based on twin rate, including tax.
American Express, Diners and BankAmericard accepted.

We've got more going for you! See your Travel Agent

Amazing America Vacations

Take one–just for the fun of it!



Get with it on an ESCORTED VACATION!

Nothing could be easier. Everything is arranged for you in advance. You travel with a friendly group in your own "private" bus. Your escort does the work. You have the fun. Price includes transportation, hotels, sightseeing, escort service and more! Add round trip transportation to starting point of tour.

Historic New England

- Mystic • Newport • Hyannis
- Cape Cod • Plymouth Rock
- Boston • Paul Revere Home
- Bunker Hill • Lexington
- Concord • Vermont • Lake George, Champlain • More!

7 days $210.00
Escorted from New York City

Alaska

- See our Last Frontier!
- Fairbanks • Saloon Tour
- Tanana River Cruise
- Mt. McKinley • Anchorage
- Cruise Inside Passage
- Mendenhall Glacier • More!

21 days $779.95
Escorted from Seattle

Colorado Rockies

- Royal Gorge • Continental Divide • Wolf Creek Pass
- Four Corners Monument
- Mesa Verde • Silverton Railroad to Durango
- Black Canyon • Much more!

6 days $199.95
Escorted from Denver

Colonial Virginia

- Tour stately Mt. Vernon
- Fredericksburg • Yorktown
- Beautiful Williamsburg
- Jamestown • Richmond
- Monticello • Luray Cav.
- Washington • Much more!

7 days $195
Escorted from Washington

Do your own thing on an INDEPENDENT VACATION

Take your pick of free-and-easy Independent Vacation Tours to every popular vacationland and sightseeing area in the United States. Canada and Mexico, too! Everything is arranged for you in advance. You can stop and go where and when you like. Your tour includes all transportation, hotels, sightseeing.

Dozens More! For Example:

These are just a few samples. Ask about Amazing America Escorted Tours® to California, Yellowstone, Canadian Rockies, Pacific Northwest, Utah Parks, Glacier Park, Great Eastern Cities, Eastern Canada, Ozarks, Penn Dutch Country, Niagara Falls, Great Lakes Country, Black Hills. Many, many more!

quality approved

See your Travel Agent or phone Greyhound

AMAZING AMERICA VACATIONS TE-5
130 South Canal Street, Chicago, Illinois 60606

Please send information and colorful folder on tour to:

☐ Independent ☐ Escorted

Name

Address Phone

City State Zip

or mail coupon.

Amazing America Vacations

LAND, SEA, AIR BY GREYHOUND

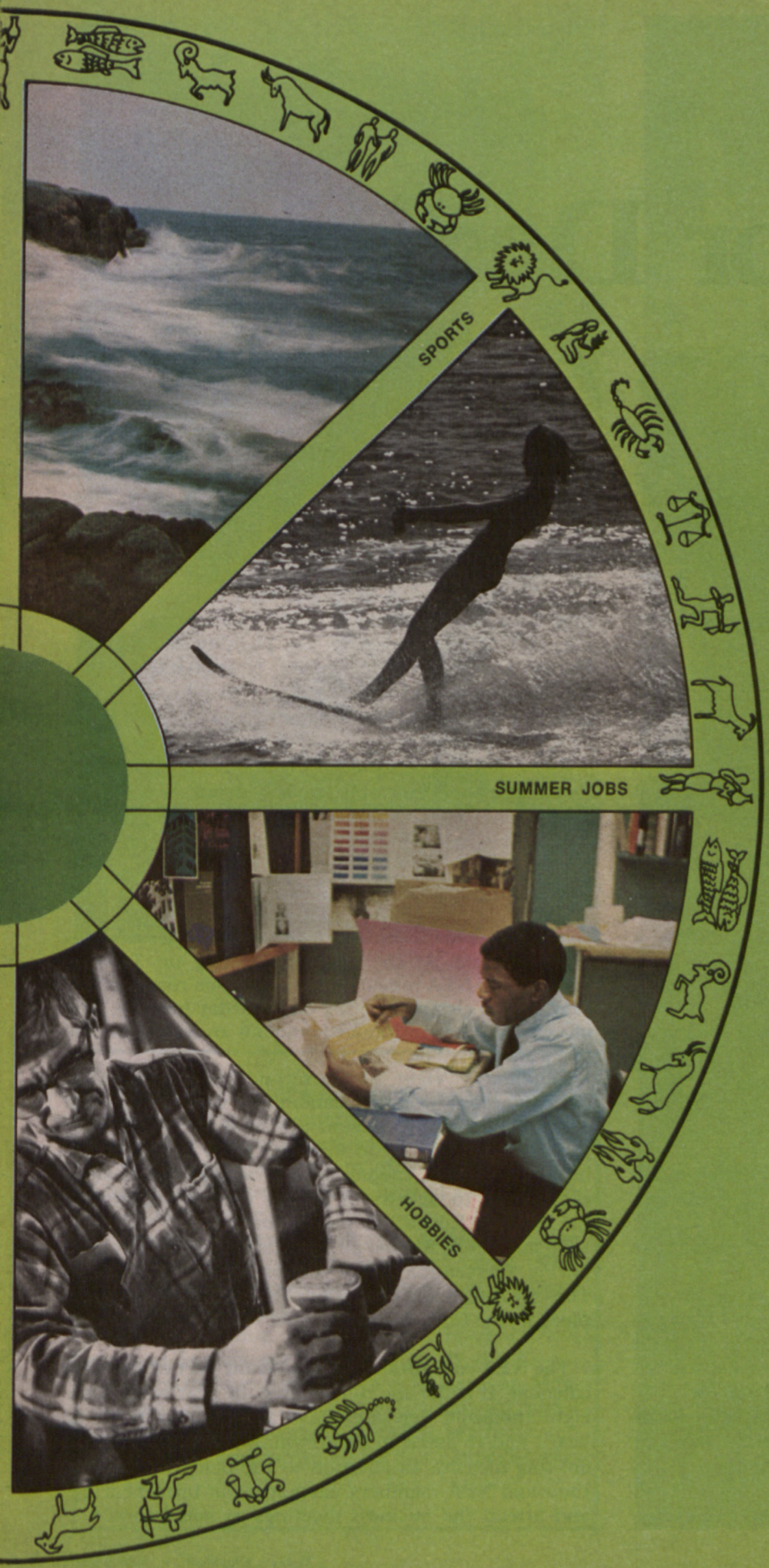
Signs of Summer

• **What sign of our "zodiac" will** govern your summer?

For some of you, this will be a summer to stay home and do nothing—nothing scheduled, that is. You can make a vacation of this sort so satisfactory that you'll hardly envy your colleagues whose summer horoscopes seem to augur more excitement. Surely you'll read—try a balanced diet of current best sellers, old favorites, and mind-stretchers. Maybe you've already made up your mind to build a patio or sew a new wardrobe. If you haven't planned anything in particular, how about learning to play golf or to bowl or to type? Or, if you haven't already done so, how about visiting some famed beauty spots or historical sites near home?

Perhaps your summer falls un- der the Convention sign. Some of you will be going as delegates to the NEA Representative Assembly in Philadelphia. During a never-to-be forgotten week, you will be determining the policies and electing the officers of the National Education Association. Others of you will attend local, state, or regional meetings and workshops to consider such matters as professional organization, teacher welfare, and improvement of instruction.

Speaking of instruction, many of you will be summer session students or NDEA Institute participants. Whether you study for greater depth of knowledge in your own



subject, learn what's new in education, or take up a completely new subject, you're always bound to be invigorated by having your ideas shaken up and rearranged by meeting and associating with a lot of new people.

For a goodly number of you, the summer sign is Work, whether teaching on an extended-year basis or doing something far removed from the classroom. Summer jobs can be rewarding in more than monetary ways. You who will teach in a Head Start or recreation program, for instance, will gain new insights on children and on teaching. You who will work in a field outside of education may renew your appreciation of your chosen career and at the same time make yourselves better teachers. "Boys and girls like to know," Mary Lane wrote in the May 1960 JOURNAL, "that we dignified dispensers of knowledge have done something else besides teach school."

Most envied among you will be you whose summer will be influenced by the sign of Travel. You may be signed up for one of the freighter cruises to Caribbean and South American ports sponsored by the NEA Division of Educational Travel. Perhaps you have a reservation for an NEA tour to Hawaii, Alaska, Europe, or around the world. Thanks to jet travel, you'll have time to get the feel of the places you visit, and on your return you'll understand why a JOURNAL editor wrote, "I wish now that I hadn't waited so long to make this type of trip; just hearing about the various European countries gave me no real notion of what it's like to see them for myself."

Many of you, particularly those with children, will travel in the family car and learn—if you don't already know—that you'll never live long enough to see everything worth seeing in our own great country.

Whatever sign rules your summer, your personal star can be in the ascendancy. Make the most of it. Let your summer experiences send you back to school in September ready to meet the new school year with zest and vitality.—A.C.H.

Time for Decision

• **Do the members of the National Education Association** appreciate and understand the significance of the responsibilities of a delegate to the annual convention? Do you?

Delegates and decisions *are* the convention.

More than ten thousand concerned members of the education profession come together for one week. Those who are delegates debate and discuss major issues in education in a democratic manner and they reach decisions. These decisions provide direction for the profession.

The NEA Representative Assembly throughout the years has been a serious, deliberative body whose actions have proven wise and farsighted. Individual delegates possess the courage of their convictions and the ability to articulate their point of view.

NEA members are not seeking easy answers. They seek their rights without ignoring responsibilities. In representing the membership, the delegates must eventually make the hard decisions that give the officers and the staff the instructions to move ahead.

The delegates who come to Philadelphia will face an array of issues that attest to the relevancy of our profession by reflecting the concerns of our society. When they leave Philadelphia, the NEA will have a mandate for action.

The delegates will consider issues such as:

- Merger of dual associations
- Recommendations on urban education, including decentralization
- Dues increase
- Recommendations on retirement and teacher mobility
- Report of the Center for Human Relations
- Student concerns, such as student involvement and the vote for 18-year-olds
- Sex education
- Proposals to improve consideration of resolutions and submission of minority reports
- Election of officers and approval of the budget.

Every member should study the proposed resolutions, which were printed in the April issue of the *NEA Reporter*, and discuss them with his delegates.

The program for Convention Week has been organized to assist delegates in making critical decisions by equipping them with background information and by presenting business items in advance whenever possible.

Open Hearings. On Tuesday morning, the open hearings on resolutions, bylaws and rules, and budget will preview proposals known to be coming before the Assembly, as well as afford an opportunity for delegates to express convictions and influence content.

NEA Unit Meetings. On Wednesday afternoon, several NEA units will present overviews of their work of the year. Thursday afternoon will be devoted to open meetings and reports of all NEA commissions and committees and of the council.

State Delegation Meetings. All state delegation meetings have been scheduled with relation to general meetings of the Assembly, on Tuesday, Wednesday, Friday, and Saturday mornings. It is important that all delegates attend these meetings to take advantage of the opportunity to become informed and to discuss action proposals.

Representative Assembly Meetings. Eight business meetings of the Assembly are scheduled. Reports, including that of the executive secretary, will be heard on Wednesday and Thursday; action on resolutions will begin on Friday and continue until completed. On Saturday afternoon, the Assembly will adopt the NEA budget to implement its action program.

General Assemblies. Just two general assemblies are scheduled. At the opening meeting on Tuesday evening, the NEA president will make his report of the year. At the closing meeting on Saturday evening, new officers will be introduced and an overview of the tasks ahead will be presented.

Candidates' Night. At the second business meeting, on Wednesday evening, candidates will address the Assembly and those present will have the opportunity to question them. At an informal party following the business meeting, candidates will be available in separate rooms to discuss in person their proposals for the National Education Association.

Departments. Almost all NEA departments will meet during Convention Week, either on Monday or on Tuesday afternoon. Classroom Teacher Night will take place in the Civic Auditorium on Friday evening.

The NEA convention is a significant part of the NEA calendar. It is the one time during the year when some eight thousand delegates have an opportunity to be heard and to assist in determining the course for the ensuing months. In addition to the delegates, several thousand NEA members participate in open hearings and attend the business meetings as spectators. •

The Liberty Bell and Independence Hall are familiar Philadelphia landmarks.

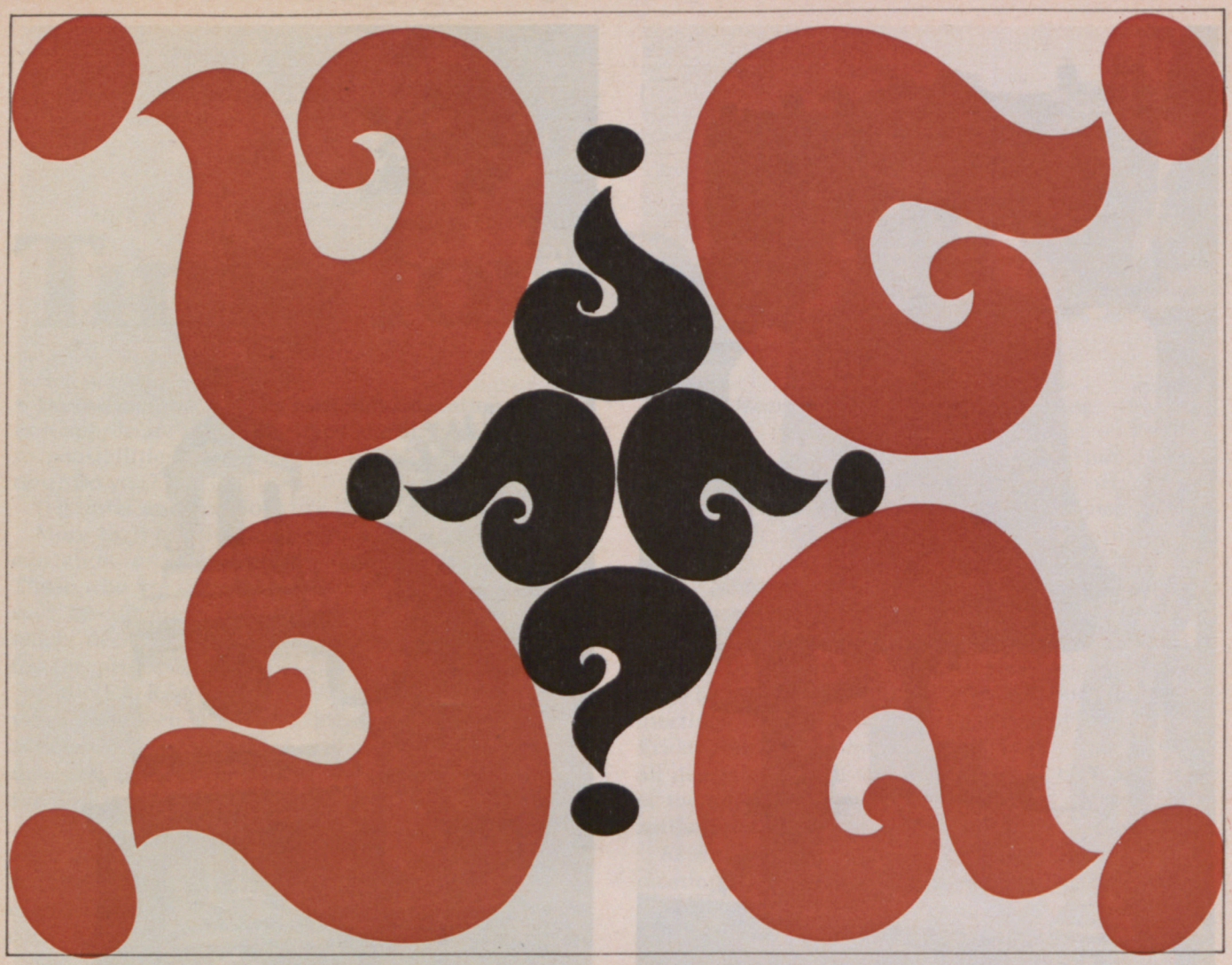
Meetings of the NEA Convention and Representative Assembly, many meetings of NEA units, commissions and committees, and NEA departments, as well as business sessions of the Association of Classroom Teachers will be held at the Philadelphia Civic Center.

The NEA Convention will open on Monday, June 30, and continue through Saturday, July 5. NEA registration will open on Monday and continue throughout the week.

The Association of Classroom Teachers will meet on Sunday and Monday, June 29 and 30.

Administrative departments will meet on Monday and other departments on Tuesday afternoon.

Delegates and members attending are requested to bring their membership cards to expedite registration.



SPECIAL JOURNAL FEATURE ON TEACHING AND LEARNING THROUGH

Inquiry

• This special feature on teacher roles in inquiry teaching, prepared by staff members of the University of Michigan, is intended to expand our understandings of the teaching-learning act, to give a realistic example of how teachers might employ differing teaching strategies, and to provide a checklist against which teachers can measure their performance.

It has been prepared under the direction of Professor Massialas at the request of TODAY'S EDUCATION *and an ad hoc group of NEA staffers who have also joined together to develop two previous* JOURNAL *features—one in May of 1967 on Innovation and another in December of the same year on Education Decision Making. The units, departments, and related organizations involved were the Center for the Study of Instruction, the Department of Audiovisual Instruction, and the School Health Education Study.*

BYRON G. MASSIALAS, *associate professor of education, and director, Inquiry into Social Issues, University of Michigan, Ann Arbor.*

In an increasing number of classrooms, the students, instead of remembering isolated facts, are learning how to learn. Their teachers, instead of acting as dispensers of ready-made conclusions, are teaching them to think for themselves and to use the methods of disciplined inquiry to explore concepts in the various domains of knowledge and to study the world about them.

Teaching through inquiry is the process of formulating and testing ideas and implies an open classroom climate that encourages wide student participation and the expression of divergent points of view.

A truly inquiry-centered class is a small society whose members utilize the concepts and skills of the arts and the sciences, draw upon their own personal experiences, and attempt to deal judiciously with important natural and social problems. In such a class both teachers and students perform new roles.

The roles of the teacher who stresses the process of inquiry fall into six major categories. These are actual, not ideal, roles, and all teachers, regardless of their subject matter, can perform them. Briefly, the roles are as follows:

1. The teacher as planner. In this role, the teacher carefully plans learning activities for a period of time, possibly a six-week period or a semester. He collects and prepares materials for classroom use and organizes and times the spacing and sequence of these materials. In the absence of readily available published inquiry programs, the teacher either uses imagination to create new ways of utilizing available data or constructs some of his own materials.

2. The teacher as introducer. It is important to introduce a new learning experience with material that will serve as a springboard for inquiry and discussion. Timing is important, too. The teacher needs to be able to seize on the "teachable moment."

The introductory material—whether it is haiku, an anecdote, or a math problem—becomes what we call the *discovery episode.* The discovery episode is designed to create a problematic, provocative situation in which the students are prompted to develop concepts and relationships for themselves. Sometimes the students introduce inquiry springboards from their own repertory of experiences.

3. The teacher as questioner and sustainer of inquiry. The teacher's general attitude is that of a fellow inquirer who has no final and absolute answers to give out. Through his style and manner of presentation, he makes clear from the beginning that all statements or claims to knowledge are to be examined and then accepted or rejected in the open forum of ideas. He further develops and reinforces the notion that neither authors of texts nor students and teachers are immune from questioning and detailed probing. Regardless of the age, sex, personality, and cultural-ethnic background of the participant in classroom inquiry, his statements are to be considered on the basis of the grounds that support them. No knowledge claim is ever better than the data on which it stands.

Through a consistent pattern of questioning, the teacher consistently tries to encourage the exploration of different alternatives regarding a problem. For example, he may question the basis for certain positions on social action or hypothesize about an unexplained event.

As a matter of strategy, the teacher usually redirects questions addressed to him. For instance, in a discovery situation relating to political leaders and their patterns of leadership, the teacher presents several unidentified and unexplained pictures of leaders. The students invariably demand information about the cultural origin, the historical period, or the geographic location of the person in the picture. However tempted the teacher may be to supply the answers, he throws the questions back to the students.

In this context, the teacher plays the role of the devil's advocate, constantly prodding the students and making them prove the defensibility of their positions or points of view. His general posture with regard to knowledge and learning is dialectical rather than didactic. He emphasizes the critical exchange of ideas rather than the imposition of ideas on the basis of authority derived from his position.

4. The teacher as manager. The teacher performs such routine management tasks as recognizing students, making announcements, maintaining reasonable order, and keeping attendance records. More important, however, is the managerial function he performs by using all available concepts, techniques, and data sources to engage students in planning and executing inquiries of their own.

5. The teacher as rewarder. The teacher rewards students for imaginative and creative work and for participation in the process of inquiry. He suggests, encourages, or praises but never commands, criticizes, or punishes. In contrast to a traditional teacher who frowns upon the unorthodox, the inquiry teacher constantly encourages students to play their hunches and praises them when they do. Rewarding the free exchange and testing of ideas in class leads to higher levels of motivation and more student participation.

6. The teacher as value investigator. When dealing with questions of value, the teacher places emphasis on the process of inquiry and on the idea that value judgments must be publicly defensible. He may eventually take a definite position on a particular issue, but he refrains from doing so in the introductory phases of discussion. The teacher operates on the assumption that values are not taught but are examined in the open market of ideas.

The teacher should not be frustrated when a discussion of social issues does not produce definite conclusions. The worth of exercises dealing with human values is not necessarily the forming of conclusions based on consensus. Rather, it is the process of listening to different views and their implications, forming a clear position, examining supporting evidence, judging its relevance, developing objective criteria for validating a recommendation for social action, and, finally, acting upon the recommendation.

For the students, the most important result of learning through inquiry is a change in attitudes toward knowledge. As they engage in the dialogue of inquiry, they begin to view knowledge as tentative rather than absolute, and they consider all knowledge claims as being subject to continuous revision and confirmation. As they try to provide their own answers to difficult questions about man and his environment, they begin to understand the complexity of verifying knowledge and the processes involved in it.

Methods of inquiry and discovery can be used profitably in classes that include students of different academic abilities. Not only superior students but also those who have lower-than-average IQ scores

prove to be capable of performing such intellectual operations as defining a problem, hypothesizing, drawing logical inferences, gathering relevant data, and generalizing. Given the appropriate psychological and cognitive climate, these students can perform on a high level and are as highly motivated as those having so-called superior abilities.

Our studies show that the introduction of an issue, whether of a personal or social nature, elicits a great deal of student discussion and the expression of a variety of viewpoints. As they present their ideas, which are continuously challenged by their peers, students begin to see that value judgments cannot be accepted solely on faith. They realize that judgments about the worthiness of a social action, a group project, or personal conduct stand or fall on the basis of the explicit grounds that support them. •

Mystery Island

A LESSON IN INQUIRY

JACK ZEVIN, *teaching fellow, University School, University of Michigan.*

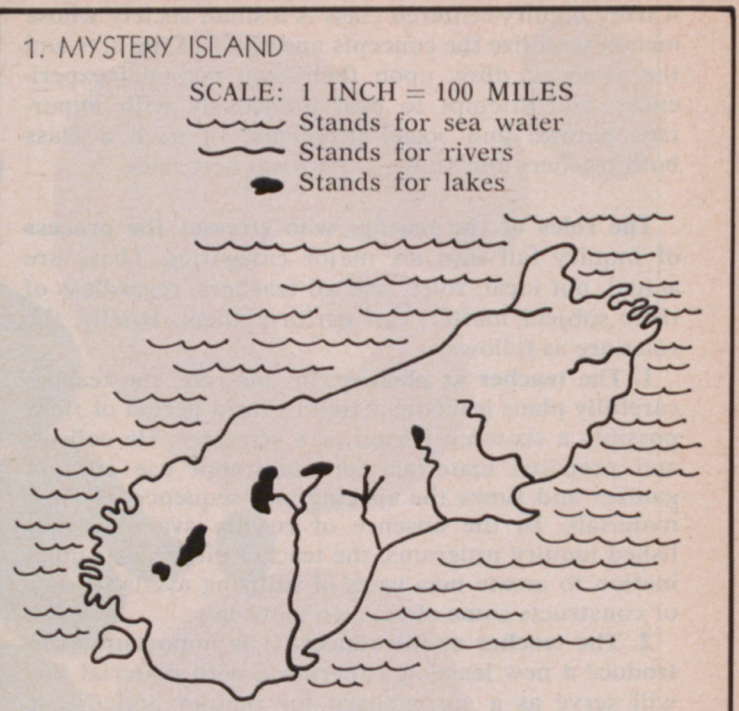
One of the most effective ways of stimulating inquiry is to use materials that provoke the students' interest. These materials should be presented in a non-threatening context, such as a game or puzzle, in which students can think and hypothesize freely. The teacher's role is to encourage the students to form as many hypotheses as possible and to be able to back up these hypotheses with reasons. After the students suggest several ideas, the teacher should begin to move on to higher-order, more abstract questions involving the development of generalizations and evaluations.

Inquiry lessons, such as the "Mystery Island" geography problem presented in this article, have a special advantage because they can be used with almost any group of students, regardless of ability. Members of each group approach the problem as an adventure in thinking and apply to it whatever background they can muster. Background experience may enrich a student's approach to the problem, but is not crucial to his use or understanding of the evidence presented to him.

Mystery Island is presented here as it is given to students. They receive information about the Island in sequence. Map 1 includes data about rivers, lakes, and size (scale). This map is followed by information about landforms (Map 2), vegetation (Map 3), and climate (Map 4). Other data maps, one showing mineral deposits or transportation networks, for example, could be easily added to this series.

All students are asked to solve the same problem after getting each new piece of information. The key problem is to locate "the biggest city." Students are asked, in effect, to accumulate geographic evidence about a place, to form hypotheses, to review these hypotheses in the light of new evidence, and to

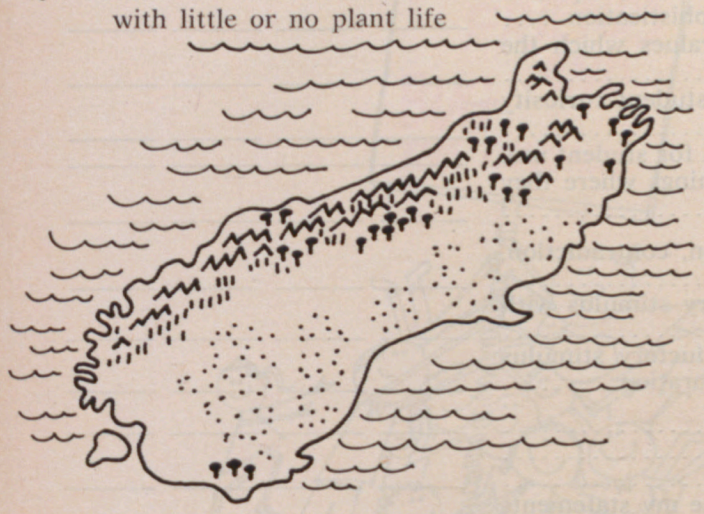
1. MYSTERY ISLAND



2. MYSTERY ISLAND: LANDFORM MAP

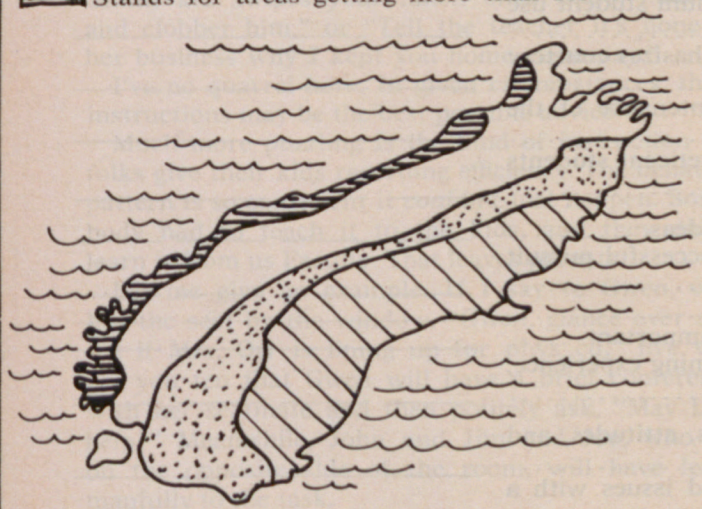
3. MYSTERY ISLAND: VEGETATION

Stands for grassy areas or grasslands
Stands for needleleaf trees, such as pine trees
Stands for broadleaf trees, such as oak or maple
Stands for mountains and mountainous areas with little or no plant life



4. MYSTERY ISLAND: RAINFALL (Average yearly amount)

Stands for areas getting between 20 and 40 in.
Stands for areas getting between 40 and 60 in.
Stands for areas getting between 60 and 80 in.
Stands for areas getting more than 100 in.



TEMPERATURES:

Average temperature in July = 32 to 50 Degrees Fahrenheit
(In the mountains, average temperature in July = 14 to 32)
Average temperature in Jan.= 50 to 68 Degrees Fahrenheit
(In the mountains, average temperature in Jan.= 32 to 50 Degrees Fahrenheit)

refine their notions about the reasons underlying the location of cities.

After introducing each new element of Mystery Island, the instructor could ask, "Now that you have this information about Mystery Island, what additional information would be most important to you in understanding the Island? Explain why." Other questions could include: "Where would most people live?" "Where would the least number of people live?" and "What would people do for a living on Mystery Island?"

All student hypotheses or predictions about the location of cities, population distribution, or the economy of Mystery Island should be backed up with reasons. These hypotheses can then be analyzed, discussed, and evaluated by the class as a whole.

In addition to analytical problems concerning Mystery Island, value issues may also be proposed for solution. One such issue could center on the clash that occurs when a technologically advanced culture and a technologically undeveloped culture meet on the island. For example, what would happen if Mystery Island were inhabited by a group of hunters and gatherers and was then invaded by people of a different racial or ethnic origin with superior skills?

Students could be asked questions, such as: Should the original population be allowed to mix with the new people? What problems will each group face if they live separately? If they live together? What would be best for all concerned parties? Why?

The reader is invited to look at Mystery Island and try to solve the problem posed to the students—locating the biggest city on the island. Take into account all of the evidence provided here and make a list of reasons to back up your decision. •

CHECK YOUR

Inquiry-Teaching Technique

MARY SUGRUE *and* **JO A. SWEENEY,**
research fellows, University of Michigan.

As a teacher, are you concerned with helping your pupils become better thinkers? Do you want students to gain in their ability to utilize knowledge independently and effectively? If so, you may find this check list of classroom behaviors helpful to you.

Read each described classroom behavior carefully; then ask yourself: When my classroom is in normal operation, does the behavior described occur regularly, frequently, sometimes, or seldom? Check the space which you think best describes the normal operation of your classroom. When you have finished, give yourself four points for each item marked "regularly"; three points for "frequently"; two for "sometimes"; and one for "seldom." Fifty points or less

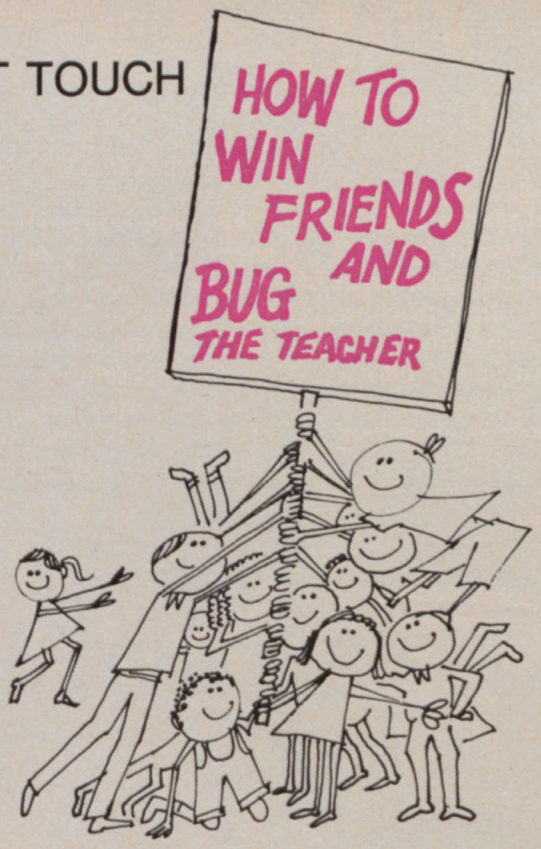
means lots of room for improvement; 51-85, you're coming along; 86-110, you're better than most; 111-136, you've mastered inquiry techniques.

Don't be discouraged if you didn't score as well as you wished. Fill out the check list again a month from now and see how much you've improved.

Am I an Inquiry Teacher?

		Regularly	Frequently	Sometimes	Seldom
As Planner	I focus on lessons involving exploration of significant ideas, concepts, or problem areas that can be investigated at many levels of sophistication.				
	I prepare for a broad range of alternative ideas and values which the students may raise related to a central topic.				
	I select materials and learning experiences to stimulate student curiosity and support student investigation.				
	I make available a wide variety of resources and material for student use.				
	Skill-building exercises are tied directly to ongoing learnings where they can be utilized and applied.				
As Introducer	My introductory lessons present some problem, question, contradiction, or unknown element that will maximize student thinking.				
	My aim is for students to react freely to the introductory stimulus with little direction from me.				
	I encourage many different responses to a given introductory stimulus and am prepared to deal with alternative patterns of exploration.				
As Questioner and Inquiry Sustainer	The students talk more than I do.				
	Students are free to discuss and interchange their ideas.				
	When I talk, I "question," not "tell."				
	I consciously use the ideas students have raised and base my statements and questions on their ideas.				
	I redirect student questions in such a way that students are encouraged to arrive at their own answers.				
	My questions are intended to lead the pupils to explore, explain, support, and evaluate their ideas.				
	I encourage the students to evaluate the adequacy of grounds provided for statements made by them or by others.				
	Students gain understanding and practice in logical and scientific processes of acquiring, validating, and using knowledge.				
	My questions lead the students to test the validity of their ideas in a broad context of experience.				
	I encourage students to move from examination of particular cases to more generalized concepts and understandings.				
As Manager	I emphasize learning and the use of ideas, rather than managerial functions, such as discipline and record keeping.				
	I allow for flexible seating, student movement, and maximum student use of materials and resources.				
	Class dialogue is conducted in an orderly fashion that emphasizes courtesy and willingness to listen to each person's ideas.				
	Students are actively involved in the planning and maintenance of the total classroom environment.				
	I foster balanced participation by encouraging the more reticent students to take an active role in classroom activities.				
As Rewarder	I encourage and reward the free exchange and testing of ideas.				
	I emphasize the internal rewards that spring from the successful pursuit of one's own ideas.				
	I avoid criticizing or judging ideas offered by students.				
	Each student's contribution is considered legitimate and important.				
	I evaluate students on growth in many aspects of the learning experience, rather than simply on the basis of facts acquired.				
As Value Investigator	I emphasize that concepts, social issues, policy decisions, attitudes, and values are legitimate areas for discussion.				
	All topics are critically examined, not "taught" as closed issues with a single "right" solution.				
	Use of unfounded, emotionally charged language is minimized in discussing attitudes and values.				
	I encourage the students to explore the implications of holding alternative value and policy positions.				
	I make the students aware of personal and social bases for diversity in attitudes, values, policies.				
	I encourage the students to arrive at value and policy positions of their own that they understand and can defend.				

LIGHT TOUCH



EDITH BATTLES, *sixth grade teacher, Meadow Park School, Redondo Beach, California.*

• **Parents tell me they send their offspring to school** each morning with such old-fashioned injunctions as, "Mind the teacher. Do your work. Don't talk out; raise your hand." At least, they *say* they do.

A few parents will confess—under somewhat informal conditions—to giving such advice as, "If that Smith kid swipes your lunch once more, haul off and clobber him," or "Tell the teacher it's none of her business why I kept you home yesterday."

I've no quarrel here. In given circumstances, these instructions may be the best possible advice.

Much more puzzling is the kind of instruction the folks give their kids regarding efficiency. The behavior pattern is so consistent it *couldn't* just happen. Somebody had to teach it to the kids, and they didn't learn it from us Faculty. That leaves parents.

Let me give an example. If I say to Gwen, who has the seat by the window, "Gwen, glance over and see if Mrs. Orr is lining up for phys ed," five will get you ten that Gwen will have a brief conference with her seatmate and then politely ask, "May Lisa help?" Meanwhile, John and Jim and Joe, who sit on the opposite side of the room, will have leapt manfully to the task.

Obviously, some jobs call for a plethora of personnel. Other jobs no one can handle. Anyone beyond first grade can rate these chores according to per-child ratio, but ability drops off sharply after grade school. For readers who have been through high school or college, I herewith supply the answers:

Carry a stack of 28 textbooks to the bookroom in one trip—one child.

Move a 200-pound television set from Room 6 to Room 20, uphill—two children.

Carry a notice next door—two children.

Return one kickball brought in from recess, boldly labeled *ROOM 16* but only discovered during the arithmetic test—minimum of three students, preferably weak in math.

Go to the rest room during reading time—three of the same sex, one after the other.

Phone a mother about anything—three friends.

Erase one panel of the chalkboard—everybody.

Pick up a dropped wad of paper—nobody.

Sharpen one dull pencil—13 people with spare pencils that need a little freshening right now.

The first category, as you can readily see, is the operational standard during class time. Other daily problems have similar efficiency requirements. Noon hour is favored, although difficulties like the following are apt to spill over into recess or before-school time blocks. I culled these examples from a two-day record I once made before running out of paper:

Call at the office to see if the bracelet lost last October has been turned in—six small girls.

Call at the office to see if the ball-point pen that matches the bracelet lost last October that doesn't work anymore but that's pretty has been turned in and also ask for the quarter you lost on the way to school—same six plus three more.

Turn in a sweater found on the playground—three girls and the boy who has been trying to claim the sweater ever since they picked it up.

Insist on seeing the Principal right now—the kid whose new vaccination got hit, the kid who denies the hitting, four witnesses who saw him do it, and seven witnesses who didn't see him do it.

Exhibit and get repairs for a knee skinned early yesterday at home—two children.

Get a fresh bandage tape to replace the one of 10 minutes ago because it didn't stick after being loosened only three times to show people—same two children and all the people who looked.

Report to the Principal because the three of you were climbing the fence—nobody.

Go tell the secretary you are going home to change clothes because you fell in a puddle—one drenched girl and 17 classmates.

Get a new bandage tape because the last two weren't very good and show the nurse this mosquito bite she didn't get to see on Monday—earlier entourage plus reinforcements.

Secure first aid for injured child—entire class.

Bring naughty child for counseling about playground behavior—entire class.

Since the bell has rung, postpone counseling until dismissal time because otherwise you will all be late for class—nobody.

Any staff member can cite other examples, but these will suffice to show the efficiency standards present-day parents are urging on their children. Such instructions appear to be a part of each off-to-school pep talk. The parents will probably deny it, however. Doubtless they'll blame the neighbors. •

WINNERS IN THE TEACHERS' PHOTO COMPETITION

Today's teachers are inveterate travelers. Believe it or not, almost 90,000 American teachers were issued passports during 1968, according to the U.S. Passport Office.

This fact comes as no surprise to the judges of this year's photo competition, who were inundated with thousands of photos taken in all parts of the world by NEA members for reminiscing purposes and/or for use in their teaching. Theme of the competition, announced in the November 1968 issue of TODAY'S EDUCATION, was travel photos taken in this country or abroad.

The photos reproduced on these pages are the top prizewinners in two of the four categories of the second annual TODAY'S EDUCATION-Eastman Kodak Company's Teachers' Photographic Competition. The four categories were: color single photos, black and white single photos, color sequence photos, and

black and white sequence photos.

Judges for the competition were: Chris Stansbury, free-lance designer and artist; Joseph Di Dio, chief, NEA Photographic Section; and Walter A. Graves, managing editor, TODAY'S EDUCATION.

First prize in each of the four categories was $300; second prize, $150; third prize, $50. Ten additional prizes of $10 each were awarded in each category. All prize money was supplied by Eastman Kodak Company. The names of this year's winners are listed below.

COLOR SINGLE PHOTOS First prize: *Dennis Spancake, McAlisterville, Pa.; second prize: Antonette M. Pattullo, Wilmette, Ill.; third prize: Gary Reul, Bellingham, Wash.; additional prizes: Phillip Sopocko, San Gabriel, Calif.; Virginia Bush, Monterey, Calif.; Marie Pascale, Somerville, N.J.; Arnold Thurm, Stamford, Conn.; Robert M. Monthenscold, Mankato, Minn.; Irene J. Giddings, Phoenix, Ariz.; Donald L. Belisle, N. Grafton, Mass.; Paul F. Diffley, Monrovia, Calif.; Isabel Basting, Normal, Ill.; Jerome E. Leavitt, Tucson, Ariz.

BLACK AND WHITE SINGLE PHOTOS First prize (shown at left): Robert W. Hughes of Orinda, Calif.; second prize: Esther A. Gerling, Madison, Wis.; third prize: Gary G. McElroy, Long Beach, Calif.; additional prizes: Russell Jacoby, Palmyra, Ill.; Ann L. Green, Columbia, S.C.; Sue Anne Cox, Athens, Greece; Richard F. Surber, Michigan City, Ind.; Carolyn S. Gross, APO, New York, N.Y.; Donald Cushman, Attica, Ind.; Lucinda Morken, Ettrick, Wis.; Carl A. Hess, Lenhartsville, Pa.; Hermann Lang, Adrian, Mich.; Joseph L. Kaiser, Richmond, Ind.

COLOR SEQUENCE PHOTOS First prize (shown at right): Audrey Salzer of Tucson, Ariz.; second prize: Francis J. Lambert, Norwood, Mass.; third prize: Katie Robinson, Los Angeles, Calif.; additional prizes: Jeffrey Himmelstein, Elizabeth, N.J.; Mary Kathryn Barden, Paw Paw, Mich.; Walter G. Neiman, Kalama, Wash.; Esther A. Gerling, Madison, Wis.; D. L. Walters, Philadelphia, Pa.; Bernice Hester, Florence, Ala.; José G. Barria, El Paso, Tex.; Dale R. Bibel, Chicago, Ill.; Carl A. Hess, Lenhartsville, Pa.; Robert B. Underwood, Knoxville, Tenn.

BLACK AND WHITE SEQUENCE PHOTOS First prize: Richard H. Bridgman, Kettering, Ohio; second prize: Conrad Farinola, Ossining, N.Y.; third prize: John H. Lehr, FPO, New York, N.Y.; additional prizes: Blair Holley, New Vernon, N.J.; Alice Lackey, Navajo, N. Mex.; Vicki Marcy, Seattle, Wash.; Carl A. Hess, Lenhartsville, Pa.; Nina Jason, Dearborn, Mich.; Sue Anne Cox, Athens, Greece; Esther A. Gerling, Madison, Wis.; Mary L. Boerschinger, Bremerhaven, Germany; Hal Kinsler, Miami, Fla.; Stephen A. Nordstrom, Baldwin, Mich.

*His prizewinning photo appears at the top of pages 36 and 37.

Extending the School Year

• **Twelve-year-old David returned home from summer** school at 12:30 P.M., hungry and excited. In answer to his mother's query about his teacher, David exclaimed, "Man, he's the greatest!"

David, his friend Sam, his sister Karen, and hundreds of thousands of other youngsters throughout the land are finding the "good ole summertime" better than ever. And no wonder. Last summer David and Sam and Karen had an opportunity to study African literature, space science, data processing, microbiology, taxidermy, gardening, and drama. If they lived in California, they might have been members of a group that dissected a shark; or, had their homes been in one of the Chicago suburbs, they might have been studying and analyzing the stock market. Truly, a transformation is taking place in the grand, old—and, until now, often unpopular—summer school.

For years the school's front doors were padlocked during July and August. Buildings stood idle. Teachers were out of work or were working at second jobs. The American people held tenaciously to an old school calendar suited to our earlier agrarian life. Now, however, the almost universal practice of leaving school plants and personnel idle at a time in our history when every available resource is needed is being carefully reexamined and hotly debated. The change in the rate of change now requires that we abandon school calendars based on a bygone era.

To the practical-minded citizen, the anxious parent, and the hardheaded businessman—all desperately wanting broader and better educational opportunities for their children—the extended school year makes good sense. The plant already exists, fully equipped. The overhead costs of administration continue to be approximately the same whether school is in session or not. Fixed charges remain fairly constant. The teaching staff—at least most of it—is already mobilized. Finally, under the present school calendar, a large percentage of children are left without any constructive developmental programs in the summer.

The concept of an extended school year has been under intense discussion in recent years. But because this discussion, for the most part, has been based on judgments held by interested parties rather than on information drawn from carefully designed research, it has brought increased controversy rather than agreement on principles and approaches.

A number of plans have been tried and abandoned. Among the better-known plans that have been tried in the past, are being tried now, or are being considered for future use are the following:

A Staggered Term for All. With this plan, children attend school for three of the four quarters. Theoretically, three-fourths of the children are in school during each quarter while one-fourth are on a three-month imposed vacation. Attendance quarters are usually arbitrarily assigned, but, to avoid splitting families, requests for changes are sometimes considered. By 1956, no cities were known to be fully operating under the plan. Today, some local systems are again considering adoption of such a plan. Some

schools, notably the Nova High School in Fort Lauderdale, Florida, have tried a variation of this plan, organizing the school year into trimesters. Of all the proposed plans, the quarter and trimester (staggered) plans appear to present the most obstacles.

A 48-Week Year for All. This proposal—sometimes referred to as the continuous school year—would require all students to attend four 12-week quarters. It holds readily discernible opportunities for acceleration and eliminates the summer "forgetting time." At present, compulsory all-year schooling is not known to be in operation anywhere in the country. During the first half of the nineteenth century, however, Baltimore, Cincinnati, New York, Chicago, and Buffalo operated schools for 11 or 12 months per year, with short vacations interspersed.

The Voluntary Summer Program. This is the typical summer program usually operated in a conventional manner with a conventional program, although some exciting developments are beginning to occur. The voluntary summer program provides opportunities for enrichment as well as remedial learning experiences, but major emphasis is now usually placed in course offerings and experiences above and beyond what is offered during the regular term.

An Extended School Year for Professional Personnel Only. This plan would have the students enrolled for only 36 to 40 weeks, while the faculty would serve from 46 to 52 weeks. Generally, this would involve having faculty members attend college summer workshops, enroll in university summer courses, or engage in preparing instructional materials or in similar activities. Among school systems known to offer extended teacher contracts are Lakewood, Ohio; Milwaukie, Oregon; and Stevenson, Washington.

Plans on the Drawing Board. Many educators are considerably interested in two other proposals:

The first is the Continuous School Year Plan for elementary schools. Based on a 210-day school year, this plan calls for completion of the regular year's work in the traditional 180 days, with the remaining days spent on the next grade's work. By the end of the sixth extended school year, pupils will have completed the work of seven regular grades (K-6). Basic to the success of this plan is implementation of the concept of continuous progress.

The second is the Multiple Trails Plan, for secondary schools. This plan may be implemented in four stages and may be directed toward either economic or educational goals. Daily schedules of pupils and teachers are adjusted by varying the lengths and frequencies of ciass periods. Classes may meet less often and for less time per week than before, but over the extended 210-day school year, total instruction time will equal that of the traditional 180-day year. The plan immediately releases classroom space and teacher and pupil time. In Stage Two, released pupil time may be used for acceleration. Stages Three and Four use extra classroom space and pupil and teacher time for such educational objectives as remediation, enrichment, and work experience.

Clearly, school facilities are not going to be kept in cold storage much longer. New programs are being projected, and soon schools throughout the land will function uninterruptedly. Many districts are beginning to provide air-conditioned learning spaces, and the availability of federal funds has enabled hundreds of districts to institute summer programs.

If community leaders decide to reappraise the length of the school year, a number of approaches might be suggested. The following may prove helpful.

First of all, since curriculum revisions undoubtedly place the heaviest demands on teachers (and it is largely they who implement revisions), leaders should, from the beginning, involve teachers and their local associations in the decision-making process. Certainly, the superintendent, the principals, representative teachers, school board members, and the PTA's, together with heads of civic, labor, and business groups, must go through a study and discussion experience. Probably the profession (with the guidance of the superintendent) should be the first to examine such questions as:

Does the length of the school year need changing to make the school more efficient, to effect economies, or to extend pupil services to the end that higher quality education and better learning will result?

Have the times so increased educational demands and expanded curriculum that pupils must have more time in school to meet the requirements?

Does the long period of preparation for those who assume complex occupational roles suggest need for acceleration?

Would lengthening the school year reduce the need to employ unqualified, emergency teachers?

Would extended teacher contracts with commensurate pay improve the economic and professional status of the teachers?

What additional costs will be entailed?

Is the community one with unusual pressures that would place teachers under too great mental and physical strain if they were to teach a full year?

Are the longer contracts voluntary rather than compulsory, in order to give teachers freedom of choice?

Will teachers receive additional time for planning?

Any such review will probably involve serious study of contemporary social, economic, political, and cultural developments, and a look at the changing international scene and its implications for education.

If such review indicates the need for a longer school year, attention should next center on the various plans for operating a year-round program. Teachers, with the help of their local associations, should study and consider alternative plans.

Once the leaders from the teaching profession and from other agencies and organizations reach a consensus on what ought or ought not to be done, then wide publicity and discussion should permeate the entire community. Out of this should come general agreement on an appropriate program, as well as a plan for securing the additional revenues needed to pay for the program. Only after all this has been done, should a school board adopt a policy.

—William J. Ellena, *deputy executive secretary, American Association of School Administrators.*

LOCAL ASSOCIATION OF THE MONTH

San Diego Teachers Association

FOUNDED: 1917 (Affiliated with NEA 1921)
MEMBERS: 4,907
DUES: $25
OFFICERS: President, vice-president, secretary-treasurer, plus an 11-member board of directors
STAFF: Executive director, two assistant directors, director of business and economic services, director of teacher services, program coordinator, supportive staff of four
HEADQUARTERS: 4470 Park Boulevard, San Diego 92103

"Born in Misunderstanding and Revolution"

• **More than half a century ago, a successful battle** to reinstate 18 San Diego teachers, dismissed without cause by a new school board, led to the formation of the San Diego Teachers Association following the conflict, which included a student demonstration, a march, and a mass meeting. Begun in 1917 with $19.17 in the treasury, SDTA operates today with a budget of more than $140,000.

Though the association's past history (written by retired English teacher, Gilbert Deere, in 1945) makes fascinating reading—and reminds one of today's headlines—SDTA's officers and staff are too caught up in the challenge of the present to dwell for long on that history or upon their own recent sanction actions. On January 31, 1968, the association's 250-member Representative Council imposed sanctions on the school district. SDTA charged the district with a number of long-standing abuses. Once membership ratification of the sanction action was clearly in evidence, the district was quick to cooperate in the negotiation of unresolved issues.

Whenever possible, SDTA President Donald R. McKenny, a high school chemistry teacher, likes to emphasize the positive. He feels that teachers ought to be *for* something; that a vigorous local association is an instrument of action rather than a creature of reaction. As president, he bases his aspirations on what he believes teachers are *for*. He says that "teachers are for students; for all things that improve the quality of instruction; and for a suitable professional salary, as well as for manageable class size, up-to-date instructional materials, and . . . a stimulating professional environment." They are also for "academic freedom for their students and themselves. They are for constructive change and for involvement in policy making."

Throughout the year, recruitment of members is a vigorous SDTA activity. Local associations everywhere would do well to emulate the association's drive to enroll all new teachers. Next fall more than 600 new teachers will enter the school system, and if SDTA does its usual thorough job, three out of five of them will have joined before school even begins. At the personal invitation of SDTA representatives, others will shortly follow suit.

Membership efforts begin each March when the association starts receiving names and addresses of the new teachers who sign contracts for the coming year. SDTA sends them letters of welcome that include an offer of housing service and a competent counseling service that provides professional and legal assistance particularly geared to teachers who are not as yet on tenure. Since San Diego has a three-year probationary period, the latter service is particularly attractive to teachers new to the district.

Also enticing is a special project that offers outstanding opportunities in the field of economic services to all members of the united teaching profession in San Diego. Salary protection, car insurance and car leasing, term life insurance, tax-sheltered annuities, home insurance, and group purchasing discounts are all available through a combination of local, CTA, and NEA plans that also provide travel opportunities and travel accident insurance.

Economic benefits aside, an association exists not only to serve members but to develop leadership for the total profession, too. SDTA is justifiably proud of its contributions to the leadership ranks at the state and national levels. Former SDTA president Donald Morrison, for example, is now a member of the NEA Executive Committee and is a past president of the National Council of Urban Education Associations. Mike Peshel, another SDTA member, serves on the Board of Directors of the California Teachers Association.

Efforts to build a more dynamic program of service, a more effective association for the future, testify that SDTA is not resting on past history, recent laurels, or current program. SDTA leaders hope that experiments with area meetings, held in 12 different locations, will help bridge the communication and involvement gaps so often found in large associations. A proposal for building-level organization (site chapters), intensified training for faculty council representatives, and a new look at the entire problem of setting long-range goals ensure busy months ahead for SDTA.

—**Ralph Joy,** *director, NEA Staff Development Academy.*

Anita insists . . .

I AM MEXICAN-AMERICAN

JOE J. BERNAL, *state senator, Texas; social worker, Inman Christian Center, San Antonio.*

• **The average Mexican-American drops out of school** by the seventh grade. In Texas, almost 80 percent of students with Spanish surnames drop out before completing high school. In California, 73.5 percent of the state's Mexican-American students do not complete high school.

Some incidents that took place in a Texas high school where 98 percent of the students are Mexican-American may help to explain the high dropout rate.

"I don't know what the fuss is all about," the teacher said to her senior civics class. The "fuss" the teacher referred to was a potential walkout by 300 to 500 students who had made certain demands on their school personnel.

Their demands were simple. They wanted to select the nominees to the student council instead of having school officials name the candidates. Because some students were interested in going to college, they wanted chemistry and trigonometry and sociology taught in their school and they wanted to be counseled about available college grants, scholarships, and work-study assistance. Finally, they wanted to be taught about the contributions their ancestors had made to the state of Texas.

The civics teacher could see no reason for their demands, particularly the last one. "After all," she said, "you're all Americans."

Anita, one of the school cheerleaders, stood up and disagreed. "I'm not American. I'm Mexican-American. You're white and I'm brown."

Anita sat down, sobbing. She had never spoken up to a teacher before. But she was on sure ground, she felt. In spite of her tears, she felt glad that she had said what she had. She *was* Mexican-American.

Like many other Mexican-American girls, Anita had been taught at home to regard her bronze color as a matter for pride. After all, Anita told herself, the appearance of the Virgin of Guadalupe to the lowly Indian, Juan Diego, showed without any doubt that the Virgin, *La Virgen Morena*, had Anita's Mexican-American coloring. But Mrs. Smith wouldn't know that.

Color, of course, has been only one source of misunderstanding between Mexican-American students and many of their Anglo teachers.

The Mexican-American has maintained his mother tongue longer than has any other minority group. Whereas most immigrants largely replaced their mother tongues with English in one or two generations, the Mexican-American has clung to Spanish for three, four, and five generations. This is due primarily to the proximity of the Mexican border. Spanish language TV, newspapers, radio, and movies are commonplace in the barrios.

Many unfortunate classroom situations have arisen because schools and teachers have refused to recognize that Spanish is the social language of their Mexican-American students.

"¿Traes un lapiz?" Ector had leaned over to Juan for a pencil.

"I've warned you about speaking Spanish in my class," the teacher said sharply. "Go see the vice-principal right now, Ector. I can't have any more of that murmuring in Spanish."

Mrs. Jones was irritated. Too many of her students kept lapsing into Spanish. There was a school policy against the use of Spanish and she had a vague idea that there was a law against speaking Spanish in the schools of Texas.

Ector, a six-foot varsity tackle, was active in all school activities and popular with his peers.

I didn't do anything wrong, Ector kept repeating to himself as he made his way to the office. I get A's in Spanish class but when I use Spanish to whisper to a friend in Mrs. Jones' room, I get sent to the office.

Ector arrived at the vice-principal's office. After explaining why he was there, Ector sat through a 15-minute lecture on why it is very American to speak English.

Mr. Neill's lecture, which he had often delivered before, mentioned the vague law that prohibited the use of the Spanish language in the schools.

"Well, Ector, you can take three licks and go back to class or go home and bring your parents," Mr. Neill stated after the lecture.

I know I'm as good an American as he is, Ector thought to himself. My brother is in Vietnam and I'll probably be going, too. Why does Mr. Neill have to tell me about speaking English and being an American? I can speak it, and I was born in the United States. Mr. Neill wants to whip me! He's worse than Mrs. Jones. My father hasn't given me a licking since I was eight. Now he will have to miss work to come to school because my mother can't speak English. He's going to be mad.

"Well, Ector, will it be three licks or your parents?" Mr. Neill asked.

"The three licks."

The school district has now changed its policy and Spanish can be used whenever it enhances a teaching situation. High schools there offer courses in sociology, chemistry, and many other college preparatory subjects formerly considered too difficult for "Mexican" children. The high school where the incidents took place has had a change of administration and

Senator Bernal spent 13 years as a classroom teacher in the Texas public schools.

the new principal, a Mexican-American, is well aware that frequently schools have not been able to work successfully with Mexican-American students.

It is important for schools to recognize the advantages of being truly bilingual. The so-called language-educated person is skilled in reading, writing, listening, and speaking. Generally, the Mexican-American's Spanish language skill is limited to listening and speaking, sometimes to listening only. And yet the skill he has developed in speaking and/or understanding Spanish impairs his ability to become skilled in speaking and/or understanding English. Much of this can be traced to conflicting attitudes on the part of school people. His two languages are placed in constant conflict and it is difficult for him to achieve true proficiency in either.

In the classroom, much can be done to help Mexican-American students overcome this language conflict. The use of Spanish in the education process will help. In some cases Spanish can be used as the teaching language. For instance, bilinguists can be taught mathematics in Spanish. Admittedly, this will not improve their abilities in English, but at least their mathematical learning will not be held back because of their deficiency in English.

Intelligence tests, if they are to be regarded as such, that are not as heavily weighted on verbal ability should be developed, and until they are, teachers and counselors may inadvertently classify bright bilingual children as slow learners.

The schools need to consider the cultural and economic environment that surrounds the lower four-fifths of Mexican-American citizens. Having become a minority in the land that belonged to their ancestors, these people have existed in a system dominated by Anglo institutions—governmental, educational, and economic. They have expressed their rebellion against foreign institutions by withdrawing from the culture and clinging to their own Mexican-American traditions.

It is important that teachers show respect for the language and the culture their Mexican-American students cherish. Even if the teacher does not speak Spanish and the class is being conducted in English, he should allow a child to express himself in Spanish when he becomes stuck for words. When the teacher wants to encourage students to speak English to one another, he should not put it on the basis of "You're American. Speak American." Instead, he should say something like, "Yes, Spanish is a great language—even Thomas Jefferson said so. You need English, though, to live and work in the United States."

Mexican-Americans have a proud heritage and they deserve to learn about it in school. They should study histories of Latin America. United States history ought to emphasize Mexican contributions. School libraries should make available biographies of Spanish-speaking leaders.

Students need to have the opportunity to learn about contemporary Mexican-Americans who are contributing to the American scene. Successful Spanish-speaking community leaders and college students should be brought into high schools to discuss career attainment. (Similarly, successful Mexican-American high school students should be urged to speak to elementary and junior high students to point out the advantages of remaining in school.)

Particularly helpful in adapting the schools to the needs of Mexican-American students will be for the teachers of these students to have special training—courses dealing with the education of the culturally different and economically deprived. •

NEA SPECIAL SERVICES

An Overview of the Program

• **"Great interest has been shown in the** special services programs," reports Arnold W. Wolpert, director of the NEA Special Services Division. "Requests for information come from all over the United States. We are delighted with the response to services that are relatively new in the history of the NEA."

Established on June 1, 1966, the Special Services Division provides educators with such services as auto leasing and insurance coverage at economical rates. The Teachers Services Corporation, a special business corporation established in August 1967, carries out the business functions of the special services programs. A fundamental principle of the program is to sponsor services for members at the lowest possible cost consistent with high quality.

The Special Services Committee serves as a study committee, directs the exploration of new or expanded programs, and keeps surveillance over programs once adopted. The Committee must approve all proposals for programs prior to their submission to the NEA Executive Committee and/or Board of Directors for authorization.

NEA special services are available to all NEA members who are also, if eligible, members of their state and local education associations. Benefits may be continued after retiring or leaving the profession if appropriate memberships are retained.

CURRENT PROGRAMS

Life Insurance. Three separate plans are available to meet every member's needs. Group term insurance with coverage ranging from $5,000 to $21,500 costs as little as $4.55 semiannually. Family members can also be insured at low rates.

Accidental Death and Dismemberment Insurance. This outstanding travel-accident insurance gives round-the-clock, round-the-world protection. Coverage ranges from $12,500 to $100,000 and costs only $19 a year.

Tax-Deferred Annuity. This program offers an eligible participant the opportunity to have part of his salary withheld by his school board and invested in a tax-sheltered annuity. The member decides on the amount to be so invested. He pays no federal income tax on the annuity investment until he receives the benefits.

NEA Auto Leasing. Through 13 offices, the car leasing program now serves members in 15 states. Fifty-two models of 1969 cars are available at money-saving rates on a two-year, purchase-option lease.

NEA Mutual Fund. A member may invest as little as $25 as often as he wishes at a sales charge of 2 percent.

As of April 11, the number of members participating in these programs was:

Program	*Members Participating*
Life Insurance	78,915
Accidental Death and Dismemberment Insurance	45,284
Tax-Deferred Annuity	1,549
Auto Leasing	1,300
Mutual Fund	10,243
Book Program (see *Today's Education*, December)	3,419

For further information, write: Teachers Services Corporation, 1156 Fifteenth Street, N. W., Washington, D. C. 20005. •

NEA's Special Project for Higher Education

JOHN N. TERREY, *professor of higher education and dean of administration, Central Washington State College, Ellensburg, Washington; and chairman, NEA Task Force on Higher Education.*

• **For several years, and with increasing intensity,** higher education faculty members have been asking NEA for services similar to those that the Association provides to its elementary and secondary members.

It was recognized that faculties in higher education need a representative professional organization to respond to their needs, work for their interests, provide them with a forum for communicating with the public, and establish powerful organizational links: local, state, and national. The NEA Board of Directors in October 1967 appointed a special task force charged with defining the role and charting the course for NEA in the field of higher education.

To relate program direction to the needs of those concerned, the Task Force on Higher Education solicited and examined the opinions of higher education faculty members. It also examined, through consultation with the many organizations active in higher education, the role and services available from sources other than the NEA. Accordingly, the key to the new program lies in the members' expressed needs.

In July 1968, the NEA Board of Directors accepted the Task Force report, and on February 14, 1969, acting on the report's recommendation, established a new unit—the NEA Special Project for Higher Education—and authorized appointment of a director. This unit, an umbrella organization that will speak for all constituencies of higher education, will coordinate the functions of three components: (a) the National Faculty Association of Community and Junior Colleges, (b) a new association that will serve college and university faculty members in four-year institutions, and (c) a new association for administrators in higher education. The second and third associations are to be set up and to be operative by the first of next month.

Membership in the new unit is through NEA directly or—in keeping with the plan for developing energetic representation of members—through state and local affiliates. Membership in the American Association for Higher Education will not provide membership in this new higher education unit or in NEA itself. Present NEA-AAHE life members, of course, continue to receive full services through NEA.

In addition to acting as voice and coordinator, the Special Project for Higher Education will provide an organizational channel, heretofore lacking, to influence higher education policies that come before the NEA Board of Directors and Representative Assemblies. By offering a separate forum for each of its components, the unit will avoid any conflict-of-interest problem. Each organization will pursue its own special interests and will provide assistance in direct field service, communications, research, information, and programs designed specifically to meet the particular needs of its constituents. The components, though, will act in concert under the umbrella organization.

Effective state and local association relationships were an overriding consideration in development of the new higher education commitment. And since NEA launched its Special Project for Higher Education, numerous state associations have increased or enlarged their higher education services, activities, or staffs. The Project will aid others that have indicated a desire to step up their higher education activities.

The Task Force Report states that "no successful effort to recruit a substantial NEA following (from Higher Education) is possible without the strong support of associations." Therefore, two Project goals are (a) to encourage and assist state and local associations in the employment of full-time personnel for work in higher education, and (b) to aid these associations in developing strong state higher education association programs.

The Project will be based on a network of state and local affiliates and, with that end in mind, has assisted in the formation of a new association—the National Higher Education Staff Association—whose major purpose is to enable members to exchange and share ideas and to assist one another in providing better membership programs for these affiliates.

The Special Project for Higher Education will satisfy the needs of those in higher education who, while they may have firm loyalty to their teaching disciplines, feel a similar loyalty to the profession and to their institutions. In the past these persons may have been members of associations within their disciplines, but they recognized that such associations provide little or no general professional assistance and, because of small national staffs and almost no state staffs, offer little discipline coordination. The NEA and the state associations, by contrast, are solidly staffed and functional both in disciplines and professional representation, and membership includes many experts in special fields.

Ralph Chesebrough, who is now directing NEA's implementation of the Task Force Report, is convinced that development of action programs sensitive to the needs of higher education personnel across the nation will make NEA the organizational spokesman for all higher education people.

"The new unit," he says, "will provide the service to faculties that will insure their dignity, improve their economics, and guarantee their security. We will offer a wide range of services—protective, professional, negotiatory, legislative, academic, and informational." Those in higher education who believe it is time for educators to become dramatically involved in the totality of education should welcome the opportunity for membership in this new NEA unit. •

For additional information about SPHE, write to Ralph S. Chesebrough, 1201 Sixteenth Street, Washington, D.C. 20036.

Extra Pay for Extra Duty

PAUL M. SOLLEY, *principal, Boalsburg Elementary School; president, State College (Pennsylvania) Area Education Association.*

• **The extra pay for extra duty guide used by the** State College Area School District in Pennsylvania lists over 60 job descriptions related to extracurricular activities. For example, the following job description means extra pay for extra duty for high school newspaper advisers in the District:

Duties: (a) To administer and be responsible for a $2,500 budget; (b) to plan and supervise business staff, secure bids, ads, etc.; (c) to plan and supervise writing and layouts; (d) to select a staff each year.

Developed in 1965 by the Salary Committee of the State College Area Education Association under the chairmanship of Helen D. Wise (now president of the Pennsylvania State Education Association), the guide is based on the philosophy that in providing supplemental activities beneficial to the mental, physical, and social growth of students, extra pay to the teachers who sponsor such activities is vital. Extra pay rewards the school staff for devoting extra time and effort to the supervision of the extracurricular program.

Extra duty as defined by this plan includes all activities beyond the normal contractual obligations in the school program. Such contractual obligations include the involvement in typical activities in the school program—Parent Teacher Association meetings, American Education Week activities, and commencement activities. The guide makes school principals responsible for equitable assignment of contractual obligations with the stipulation that an activity requiring an extraordinary amount of time should be considered under the extra-duty pay program.

A standing committee evaluates all extracurricular activities every year to ensure meeting the best interests of students, teachers, and the school system. The committee is composed of several ex officio members—the director of athletics, the assistant superintendent for instruction, and the two secondary school principals. In addition, the following elected members serve for two-year terms: a representative from the coaches, a representative from the the sponsors of nonathletic activities, a secondary school representative, and an elementary school representative. The salary chairman, or his designate, is also a member.

There are two rating scales. (See chart accompanying this article.) All athletic and nonclass-related activities are rated on one scale. Those activities that require after-school time on the part of the sponsor and the students but that are directly related to a scheduled class are rated on a separate scale. The weighted values of the second scale are lower on the assumption that the overall responsibilities and pressures of class-related activities are less than those that are nonclass-related.

Nine criteria are used to rate each activity, including total time spent out of school on an activity and the responsibilities involved for equipment, facilities, and funds. Committee members assign point ratings for each criterion and obtain a weighted score for each of the factors. The total weighted rating is then rounded out to the nearest five points and multiplied by a predetermined dollar value for each point. For example, a weighted rating of 46 would be rounded to 45 points and multiplied by perhaps $8 for each point to give a stipend of $360 for this activity. (The amount of money per point is a negotiable item.)

All extra-duty pay is on a three-year step system. The first year a sponsor receives 70 percent of the total rated value of his activity; the second, 85 percent; and the third and following years, 100 percent.

This system has been functioning for the past four years. Since the basic plan is re-evaluated every year, changes may be made where needed. The system has been well received by the total staff as an equitable method of rating extra-pay activities. •

RATING METHOD—EXTRA PAY FOR EXTRA DUTY*

I. All Athletics and Nonclass-Related Activities

Criteria	A	B	C	D	E	F	G	H	I	
Possible Rating Scores	1-10	1-10	1-5	1-5	1-5	1-20	1-20	1-5	1-5	
Weighted Value	4	4	3	2	2	3	2	1	2	
Example	5	3	2	2	0	0	2	0	0	Raw Rating
Activity xx (Rating X Value)	20	12	6	4	0	0	4	0	0	Weighted Rating 46 — Final Rounded 45

CRITERIA

A *Hours*—total out of school
B *Weekend*—vacation hours—Friday 3—Sunday
C *Students*—directly involved
D *Experience*—training necessary
E *Injury risk*—to pupil (other than normal classroom risk)
F *Pressures*—crowd, spectator, community, faculty, administration
G *Responsibility*—equipment, facilities, funds
H *Environmental influence*—outdoor, indoor weather conditions
I *Travel Supervision*—bus trips, etc.

A&B: Hours—

550-600 hrs.	rating 10
500-549	9
450-499	8
400-449	7
350-399	6
300-349	5
250-299	4
200-249	3
150-199	2
100-149	1
under 100	.5

C: Students

150 pupils or more	5
100-149	4
50- 99	3
25- 49	2
under 25	1

II. Rating Method—Class-Related Activities

Criteria	A	B	C	D	E	F	G	H	I
Possible ratings	1-10	1-10	1-5	1-5	1-5	1-20	1-20	1-5	1-5
Weighted value	4	4	1	1	2	1	1	1	2

*State College Area School District guide, "Extra Pay for Extra Duty."

NEW NEA PUBLICATIONS

This listing is prepared monthly to keep members informed of the newest professional books, pamphlets, and audiovisual materials published by the NEA and its units.

Beginning Salaries for College Graduates, June 1969 (#1). Research Memo 1969-2. Presents beginning salaries of male graduates with bachelor's and master's degrees in selected fields. 7 pp. 25¢. Stock No. 431-22840. Research Division.

DESP Convention Reporter (#2). Highlights of the Las Vegas convention, April 14-18. 24 pp. $1.50. Special discount: five or more copies, $1.25 each. Stock No. 411-12740. National School Public Relations Association.

DGWS Selected Riding Articles (#3). A compilation of articles on horseback riding that originally appeared in DGWS Guides from 1950-70. Includes information on theory, group work in ring and field, program rides, teaching progressions, and evaluation. 128 pp. $1.25. Stock No. 243-08036. American Association for Health, Physical Education, and Recreation.

A Decade of Thought on Teacher Education: The Charles W. Hunt Lectures (#4). Lectures on issues teacher education faced during the 60's. 285 pp. $5. Special discount: 10% on five or more of one title. Stock No. 011-00130. American Association of Colleges for Teacher Education.

Enforcement of the Code of Ethics of the Education Profession (#5). Includes rules of procedure, policies for conduct of ethics hearings, and bylaws for enforcement action. 19 pp. Single copy available free by writing directly to the Committee on Professional Ethics, Stock No. 201-06056. Use order form to obtain additional copies. 25¢ each. Stock No. 381-11866. NEA Committee on Professional Ethics.

Exemplary Programs in Art Education (#6). Describes innovative approaches to teaching art. Gives information on scheduling, art appreciation, the use of human and community resources, and instructional media. 124 pp. $2. Stock No. 061-02228. National Art Education Association.

Faculty Salary Schedules in Colleges and Universities, 1967-68 (#7). Research Report 1969-R2. Gives minimums, maximums, and increments by rank or by preparation level; includes discussion and summary tables. 48 pp. $1. Stock No. 435-13384. Research Division.

Faculty Salary Schedules in Community-Junior Colleges, 1967-68 (#8). Research Report 1968-R17. Presents data on levels of academic preparation, scheduled minimum and maximum salaries, increments, and placement and advancement in salary. 50 pp. $1. Stock No. 435-13376. Research Division.

Handbook for Teaching Basketball Officiating (#9). Presents techniques and suggestions that can easily be adapted for other sports. 22 pp. $1. Stock No. 243-08038. AAHPER.

Higher Education as a Field of Study at the Doctoral Level (#10). Reports both the scope and the incidence of doctoral programs in the field of higher education. Based on a survey of 137 institutions offering such programs. 17 pp. $1. Special discount: 10-20 copies, 80¢ each; over 20, 75¢ each. Stock No. 251-08294. American Association for Higher Education.

How Can We Teach Adolescents About Smoking, Drinking, and Drug Abuse? (#11). Covers some of the difficulties faced by educators and makes suggestions for instruction in these vital health areas. 6 pp. 30¢. No discount. Stock No. 244-08032. AAHPER.

Humanizing the Secondary School (#12). Suggests ways to make secondary education a more humanizing experience. 140 pp. $2.75. Stock No. 611-17780. Association for Supervision and Curriculum Development.

The Literature of Higher Education 1968 (#13). A critical review of over a hundred major books about higher education published during 1968. 74 pp. $2.50. Stock No. 251-08292. AAHE.

Perceptual-Motor Foundations: A Multidisciplinary Concern (#14). Major addresses from an AAHPER symposium which describe action programs for developing sensory and motor skills, personalizing early education, and providing developmental activities. 160 pp. $3. Stock No. 245-08042. AAHPER.

Principals and Grievance Procedures (#15). Professional Negotiations Pamphlet Number Two. Discusses the importance of carefully developed grievance procedures in any negotiated professional contract and gives some of the characteristics of good grievance procedures. 32 pp. $1. Special discount: 10-24 copies, 20%; 25-99, 30%; 100 or more, 35%. Stock No. 481-23016. National Association of Secondary School Principals.

Rankings of the States, 1969 (#16). Research Report 1969-R1. Rankings by population, enrollment, teachers, financial resources of governments, school expenditures, and other factors affecting the public schools. 76 pp. $1.50. Stock No. 435-13378. Research Division.

Standards for School Media Programs (#17). Presents qualitative and quantitative criteria for a fully integrated instructional materials service center. 80 pp. $2. No discount. Stock No. 381-11850. National Education Association/American Library Association.

The Study of Curriculum Plans (#18). Describes a process for school faculty groups to use in analyzing their plans for curriculum. The first in CSI's "Schools for the 70's" program. 44 pp. $1. Stock No. 381-11862. Center for the Study of Instruction.

The Teacher and His Staff: Differentiating Teaching Roles (#19). 1968 Regional TEPS Conferences Report. Ten essays by distinguished educators, each on a particular aspect of a major issue in education today. 120 pp. Cloth, $3.50, Stock No. 381-11854; paper, $2.50, Stock No. 381-11852. National Commission on Teacher Education and Professional Standards.

What Is Negotiable? (#20). Professional Negotiations Pamphlet Number One. First in a series of pamphlets dealing with various aspects of professional negotiation. 28 pp. $1. Special discount: 10-24 copies, 20%; 25-99, 30%; 100 or more, 35%. Stock No. 481-23012. NASSP.

FREE MATERIALS

(single copies)

To obtain, write directly and separately to the publishing unit for each item desired. Address the unit at 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Center for Human Relations. Flyer describing members and functions of NEA Center for Human Relations. Stock No. 873-24832. CHR.

Congressional Roster 91st Congress, 1st Session. Lists the Congressional delegations from each state, giving party affiliation, district, and hometown of each member. 4 pp. Stock No. 291-08958. Legislation and Federal Relations.

Tips for a TIP Weekend. Illustrated booklet offering several different suggestions for participating in the nationwide Teachers-In-Politics Weekend. 16 pp. Stock No. 101-03472. Citizenship Committee.

THE new STANDARDS are Here!

THE new STANDARDS are Here!

Now, for the first time, we have national standards for school media centers. Published jointly by the American Library Association and the National Education Association, *Standards for School Media Programs* reinforces the vital liaison between quality education and a school library program that combines a full range of printed and audiovisual materials. (See TODAY'S EDUCATION, February 1969, "The School and the Media" by Carlton W. H. Erickson.)

The booklet presents a unified media services program indicating the requirements for the staff, resources, expenditures, and facilities needed to implement the program effectively. The standards are presented qualitatively in order to indicate the objectives and rationale of the program, and quantitatively, to prescribe the various ways of achieving the desired goal.

The standards will provide support for schools that have already achieved excellence and much valuable assistance and counsel for schools striving toward that goal. Those concerned with media programs will now have sound criteria for improvement in terms of the significant social changes, educational developments, and technological innovations of recent years. The unified program presented can be easily geared both to the objectives of the school and to the individual requirements of the students.

The booklet includes chapters on "The Resources of the Media Center: Size and Expenditures," "Media Center Facilities," and "Supplemental Services for the School Media Program." Other chapters cover the role of the media program in the school; staffing, personnel, and services; and selection, accessibility, and organization of materials.

The standards are designed to ensure media programs that form an essential and integral part of the teaching and learning process. Although they deal with quantitative criteria, they deal even more with students, teachers, and the education of youth.

To order your copy, mark item #17 below.

ORDER FORM

To order new NEA publications listed on these pages simply refer to the list number given in parentheses immediately after each title. Then enter the quantity desired next to the corresponding number on the order form below. Mail this form to the Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Quantity	List and Stock No.	Unit Cost
_____	(# 1) 431-22840	$ .25
_____	(# 2) 411-12740	1.50*
_____	(# 3) 243-08036	1.25
_____	(# 4) 011-00130	5.00*
_____	(# 5) 381-11866	.25
_____	(# 6) 061-02228	2.00
_____	(# 7) 435-13384	1.00
_____	(# 8) 435-13376	1.00
_____	(# 9) 243-08038	1.00
_____	(#10) 251-08294	1.00*
_____	(#11) 244-08032	.30*
_____	(#12) 611-17780	2.75
_____	(#13) 251-08292	2.50
_____	(#14) 245-08042	3.00
_____	(#15) 481-23016	1.00*
_____	(#16) 435-13378	1.50
_____	(#17) 381-11850	2.00*
_____	(#18) 381-11862	1.00
_____	(#19) 381-11854	3.50 cloth
_____	381-11852	2.50 paper
_____	(#20) 481-23012	1.00*

*NEA discount does not apply.

Name _____

Address _____

City _____

State _____

Zip Code _____

☐ Payment enclosed.

☐ Please bill me. (Payment must accompany all orders for $2 or less. Shipping and handling charges will be added to all billed orders.)

Unless otherwise indicated, NEA discounts are: 2-9 copies of same title, 10%; 10 or more copies, 20%.

IDEA EXCHANGE

TODAY'S EDUCATION invites material for possible use in "Idea Exchange." Such material must have been prepared and submitted by an NEA member and must not have been published previously in a periodical having state or national distribution.

For each item we use that is submitted before May 31, 1969, we will pay $5.

Names on First Day—First Grade

Before the first day of school, I print the full name of each child on a large, colored sheet of 9" x 12" paper, in gay colors. I arrange these alphabetically and thumbtack them around the room.

On the first few days of school, when a child has completed a page of work or a drawing, I have him thumbtack it under his name. When he can find his name himself, he feels very proud.

Since children often cannot or do not write their names on their papers, this practice saves the teacher much name writing the first few days and much time that would otherwise be spent matching pupils to papers.

After a while, I take down the papers, fold the large sheet as a file envelope, and let the children take their work home. (Parents like to have the work their children do in the beginning so they can contrast it with later work.) The teacher can repeat this practice any time during the term, with the children themselves putting their names on the colored sheets.

—Laura Edwards Russ, *former teacher, Roxbury Township, New Jersey.*

A Double-Edged Assignment

As my students leave for a Thanksgiving, Christmas, or spring vacation, they receive a new kind of assignment. I hand out sheets with the following message and instructions:

Woodrow Wilson said, "No thoughtful man ever came to the end of his life and had a little space of calm from which to look back upon it who did not know and acknowledge that it was what he had done unselfishly and for others, and nothing else, that satisfied him in retrospect and made him feel that he had played the man."

Your assignment:

1. Do an act of service with no thought of reward.

2. Write a paragraph, in clear language, that tells about the act and the satisfaction you got from performing it.

May the performance of an unselfish act make your vacation joyous and satisfying and make you feel six inches taller.

During the past two years, students have written interesting accounts of their vacation activities. One girl chose to visit a hospitalized grandmother rather than attend a party. A boy forewent a family outing, claiming he preferred to stay home and watch TV. But when the car drove off, he went down to clean the badly neglected basement. Another girl cleaned an invalid neighbor's house and found it so satisfying to both herself and the neighbor that she continued the practice weekly.

I always hope that through this dual assignment students will reach new levels of maturity and happiness, and seemingly they do.

—Ruth Swisher, *teacher of sophomore English, Danville (Illinois) High School.*

The Swap-Shop

Every school year our library maintains a paperback "Swap-Shop." Whenever a student has a paperback book he no longer wants, he may trade it in for another one. The exchange costs 5¢. If the shopper has no book to trade in, he may purchase any of the paperbacks at 15¢ off the book's original price.

With the revenue from the Swap-Shop, I buy new paperbacks to keep the shop from getting stale. On trade-ins, alert students can obtain these new books for only 5¢.

The Swap-Shop has increased interest in reading and has appealed to readers who are not normally attracted to the typical library book.

—Fauneil Bennett, *librarian, Middle School, Wayne, Nebraska.*

Bookmarks

Suggest that your school librarian keep a supply of bookmarks cut from colored construction paper to give to students when they check out books—one for each book. This costs little and results in fewer folded page corners in the school's library books.

—Catharine G. Schauer, *teacher of eighth grade English, Lanier Junior High School, Macon, Georgia.*

Audiovisual Aids for Beginning Typists

Our teachers are enthusiastic about the use of audiovisual aids in beginning typewriting.

They use correlated tapes to present new lessons after the usual warm-up. To allow for additional explanation and time for comprehension, the teacher usually stops the tape during the introduction of new techniques. Then, while the tape is running again, he circulates around the entire classroom, helping students develop correct techniques.

The students seem to be more aware of their need for individual attention and do not hesitate to raise their hands for it. Whenever the tape presents new material too rapidly, the teacher stops it and explains the material more fully.

As each student has to be alert to keep up with the drills, discipline cases are infrequent.

One problem is the students' tendency to watch the keyboard. When the teacher finds them doing so rather consistently, he switches to the EDL machine (Educational Development Laboratory teaching machine with filmstrips that flash on the screen at speeds ranging from 6 to 108 words a minute) with drills that force the students to watch the screen rather than their fingers.

Our typing rhythm records also help students push for speed with reasonable accuracy, and music is a welcome change occasionally.

Typing rates have increased over previous years' records—an indication that audiovisual aids in beginning typing classes are a productive innovation.

—Cecile M. Logic, *head, Business Education Department, Central High School, Davenport, Iowa.*

Orientation

Last fall I used the following activities to help my seventh grade language arts-social studies students orient to our junior high school.

First, I read each student's schedule aloud to give the class a chance to hear me pronounce the names of subjects, rooms, teachers, and administrative and special-services staff members.

Next, we toured the building together so the students could see their classrooms and meet their teachers and the other personnel with whom they would come in contact.

Afterwards, the students chose one of these assignments to complete: Pretend you have been asked to assist a student who has entered our school in the middle of the year and describe how you would help him learn the names of faculty members, subjects, and school facilities; pretend you are taking your parents around the school during a PTA open house and write a dialogue in which you tell them about your schedule; or, pretend you are writing an article for your school newspaper and tell what went on in your orientation program.

These activities proved quite fruitful. The students appeared to enjoy them and to acquire understanding more rapidly than did previous seventh graders whose orientation was spoon-fed to them.

—Margaret Looby, *seventh grade language arts and social studies teacher, Patrick Henry Junior High School. Sioux Falls, South Dakota.*

What Bugs You?

On days when the children become too restless or quarrelsome, I have a "This Bugs Me" period. Each child tells what bothers him most and tells what he does to get rid of his anger.

This effective device is enlightening both to me and to the children.

—Mary W. Powell, *teacher of grades four and five, Star Elementary School, Oklahoma City, Oklahoma.*

NEA Candidates To Be Voted On in Philadelphia

NEA Standing Rule 10, in "Advance Filing and Publicity," makes the following provisions:

"Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the executive secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The executive secretary of the NEA shall cause to be published in TODAY'S EDUCATION and the

HELEN BAIN

For Vice-President (President-Elect)

Helen, a Nashville inner-city classroom teacher, has served two terms on NEA's Executive Committee. President Johnson appointed her to the Title III Advisory Council.

A founder and past president of the Natl. Council of Urban Education Associations, she served on NEA's Task Force on Human Rights; is a member of NEA's Compliance Committee on Assn. Mergers, and consultant to NEA political action clinics. With her teacher husband, she helped organize Nashville's Citizens and Politics, a political action committee.

Helen spearheaded unification of four associations; Tennessee's first local executive-director resulted. Founder-president of Nashville's Retired Teachers Apt. Corp., she coordinated construction of a 14-story complex; is chairman of Nashville's Senior Citizens' Housing Committee.

Education: B.A., Peabody College; M.A., University of Michigan.

THELMA F. DAVIS

For Executive Committee

1964 NEA Department of Classroom Teachers president, Thelma Davis, served a term (1966-68) on the NEA Executive Committee and was for two terms president of the Georgia Association's Department of Classroom Teachers.

A classroom teacher for more than 25 years, Mrs. Davis, who received her B.A. and M.Ed. from Mercer University in Macon, Georgia, is now a reading specialist for the Griffin and Spaulding County (Ga.) Schools. She has held many offices and committee posts in her local association and has been a member of many NEA committees. As an NEA delegate, she attended the WCOTP assemblies held in Ethiopia, Canada, and Ireland.

Mrs. Davis is a life member of NEA and the Georgia Congress of Parents & Teachers and an honorary life member of the Georgia School Boards Association. She serves on the GEA-TEPS.

JANET DEAN

For Vice-President (President-Elect)

Janet Dean is president of the 8,-500-member Dade County CTA, Miami (2nd term), and of Natl. Council of Urban Education Associations. She serves on the NEA Committee on Resolution of Impasse and chairs the NEA Task Force on Local Association Structure. Recognized nationally for her appearances on news media, Janet is a veteran developer of improved salary schedules, professional negotiation agreements, legislative programs, desegregation activities, and improved discipline policies.

Long an advocate of political rights for educators, civil and human rights, and a national retirement system for teachers, Janet plays an active role in community affairs and has served on the graduate school faculty at Barry College, Miami.

She received the NEA Human Rights Award in 1967 for creative leadership in education and is listed in *Outstanding Young Women of America.*

HELEN KRAUSE

For Executive Committee

Helen Krause is now completing her first term on the NEA Executive Committee. During those two years, as always, she has spoken straight from the shoulder. What she has said has been based on very thorough homework. Her opinions are respected because they are based on fact, not fantasy. Above all else, she makes sense. She uses her experience to take a clear view of the future.

She has traveled much of the country. She has listened to large numbers of her fellow teachers. She knows the problems. She has demonstrated the courage, integrity, and intelligence to deal with them.

Her vital statistics include:

President, Nebraska State Education Association.

President, Lincoln Education Assn.

NEA delegate, 10 years.

Service on a multitude of national, state, local, and ACT committees.

MARTHA DELL SANDERS

For Vice-President (President-Elect)

Martha Dell Sanders has been president this year of the Kentucky Education Association while remaining prominent on the national scene as Southeast Regional Director of NEA-ACT.

When president of KEA's Dept. of Classroom Teachers, she got wide attention in 1966 as leader-spokesman for KEA Professional Protest Day, which helped win big legislative gains for teachers. She was then a member of the governor's Commission To Help Education.

Member, NEA Task Force on Human Rights; member, Natl. Council of State Education Associations; National Council of Teachers of English linguistics consultant; 1966 Kentucky Teacher of Year.

Classroom teacher, 15 years; currently on leave to head Paducah schools' professional improvement program; B.S., work toward M.A., Murray State University, where she met her educator husband. They have two sons.

ELIZABETH McGONIGLE

For Executive Committee

As a director of the National Council of State Education Associations and as a member of her local association's negotiating team, "Libby" McGonigle is heard today speaking out on the educational and social issues confronting our schools. Fifth grade teacher Libby, immediate past-president of the New Jersey Education Association, currently chairs a committee planning major expansion of NJEA's programs and services.

In adddition to membership on many NEA, NJEA, and local committees, Libby has been a member of the U.S. Commissioner of Education's Committee on Training Teachers of Teachers, of her governor's task force on adult education, of her mayor's committee for model city planning.

Among the many honors given to Libby is the Distinguished Service to Education Award, bestowed by Glassboro State College, her alma mater.

NEA Reporter a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1. . . ."

TODAY'S EDUCATION *here presents pictures and biographical statements (submitted by their sponsors) of candidates for vice-president (president-elect) and for two seats on the Executive Committee, whose sponsors have met the requirements stipulated in Standing Rule 10.*

RUTH TRIGG

For Vice-President (President-Elect)

Education: B.Ed., Illinois State; graduate work, SIU and Washington U., Missouri.

Experience: NEA-ACT president (1968), executive committee, vice-president, secretary, forum chairman; WCOTP representative, Dublin; NEA-PR&R investigating team, Kenosha, Wis.; president, Illinois ACT; TEPS Commission; president, Cahokia CTA; Cahokia Chapter Exceptional Children.

Honors: Who's Who of American Women; Who's Who in the Midwest; Dictionary Intl. Biography, London; aide-de-camp to governor, New Mexico; Arkansas Traveler; honorary citizen, Texas.

Personal: Widow; teacher 20 years in primary, special, and university; currently teacher of children with learning disorders, Barrington, Illinois.

Memberships: NEA Life; IEA; Barrington Teachers Association; Rosyln PTA; McHenry County Historical Association; Delta Kappa Gamma; CEC.

DORIS D. RAY

For Executive Committee

Education: B.A., Wayne State; M.A. degrees, Clark & Columbia universities; graduate work, universities of Colorado and Alaska.

Teaching experience: Classroom teacher 16 years; formerly in Colorado and in Bureau of Indian Affairs and public schools in Alaska; presently a high school social studies teacher in Fairbanks.

Experience: Mrs. Ray has served on the NEA Board of Directors, NEA Resolutions Committee, Alaska Education Association Executive Committee, Alaska TEPS Commission, and in leadership positions at state and local levels.

She is a life member of NEA and a member of Delta Kappa Gamma.

Doris considers social justice for all Americans, vitalization of the educational process, and improved economic and professional status of classroom teachers major goals of NEA and, if elected, will work to achieve them.

BOOKSHELF

Outstanding Education Books of 1968

Pi Lambda Theta, national honor and professional association for women in education, prepared this list under the direction of M. Virginia Biggy, with the cooperation and advice of panels of educators selected to review each major category of books. The list of outstanding education books, drawn from a comprehensive list of approximately 700, is made available without charge to the National Education Association for publication in TODAY'S EDUCATION.

Some education books published in 1968 could not be included in the comhensive list because they were unavailable for review in the calendar year or were outside the scope of the list.

The evaluators were chosen from the major fields in education and represent universities, school systems, and major professional organizations throughout the country. Each evaluator was asked to rate only the books in his major field. He judged the books according to his familiarity with them; his rating of the quality of scholarship, communication effectiveness, and innovation in content; and whether or not he would recommend a book for purchase.

Those books surviving the application of these criteria by the panels of evaluators emerged as the Outstanding Education Books of 1968.

Pi Lambda Theta publishes the comprehensive list of education books, *Education Book List, 1968*, with an asterisk indicating the outstanding ones. Copies of the complete list ($1.50 each) may be obtained from Pi Lambda Theta, Suite 404, 815 Seventeenth Street, N.W., Washington, D.C. 20006.

Address inquiries regarding books to the individual publishers.

Current Trends, Controversies, and Issues in the United States

Education for Relevance: The Schools and Social Change. Beck, Carlton E., and others. The book attempts to apply to education the views of those working in the fields of social foundations. The authors review the purposes of American education, examine equality of educational opportunity as it seems to them in 1968, and make some predictions for the future. After several chapters concerned with social and cultural change, with alienation, and with the sources of values, the authors analyze the school in American society and suggest possible "systems" for the future. Intended for beginning teachers or for students who have not yet taught, the book provides a rather useful and uncomplicated view of the social forces that seem to play on American education. 260 pp. Houghton. $5.25.

Toward the Year 2000: Work in Progress. Bell, Daniel, ed. The book reviews the way in which the American Academy of Arts and Sciences' Commission on the Year 2000 has been working, where the Commission stands on its work "in progress," and what its future plans are. The book contains working papers prepared by the Commission members and others. Since the working sessions are reported, the reader has the feeling that he is in attendance and can speculate with the Commission on whether man will have some control over his fate and, if so, how. The first of several volumes to be published, this book is one educators should read again and again. 400 pp. (Daedalus Library, Volume XI) Houghton. $6.50.

Making Urban Schools Work: Social Realities and the Urban School. Fantini, Mario, and Weinstein, Gerald. After raising the significant question, "What is the best environment within which the urban child can learn and grow?" the authors describe a model urban school in which the school and the community it serves work together to develop responsibilities and a line of authority. Topics such as teacher training and staffing of the school receive brief attention, but major attention is focused on the type of school program which will help the urban child find his education real, practical, and exciting. This book is a "must" for everyone concerned with "real people and real things." 66 pp. Holt. $1.50 in paperback.

Intergroup Education: Methods and Materials. Grambs, Jean Dresden. Elementary and secondary teachers will find this book useful because it gathers in one place more practical suggestions for intergroup education than have ever been available before. Though the lists of materials will be outdated shortly, there are sufficient ideas in the book to help teachers design (and feel comfortable in teaching) intergroup education as an integral part of the day's activities. All educators can well afford to be exposed to the underlying philosophy of the book. 199 pp. Prentice-Hall. $2.95 in paperback.

Youth Education: Problems, Perspectives, and Promises. 1968 Yearbook, Association for Supervision and Curriculum Development, NEA. Muessig, Raymond H., ed. The yearbook presents a series of papers on the problems, perspectives, and promises of youth education. The contributors do their best to identify courses of action that can be taken now to greatly improve what the secondary schools offer to their students. The chapters on organizational-methodological perspectives and literary perspectives are particularly helpful. 144 pp. ASCD. $5.50.

Education History, Education Philosophy

The Sane Positivist: A Biography of Edward L. Thorndike. Joncich, Geraldine. This study of Thorndike covers his boyhood, his schooling, and his personal life, as well as his work, his influence in edu-

'BEST SELLER'
HIGHLY PROFITABLE
PRESTIGE
FRANCHISE

LITTLE
PROFESSOR
BOOK CENTERS
OF AMERICA, INC.

Build your financial future now with this first-time-offered complete book center franchise. Successfully proven operational techniques provide high profit potential, prestige ownership, a clean business with lifetime security for as little as $15,000. Write or call today for complete details on the country's 'best seller' . . . Little Professor Book Centers of America, Inc. It's the real 'thing'

write or phone now—

LITTLE PROFESSOR BOOK CENTERS OF AMERICA, INC.

Suite 127, Harvard Plaza
29350 Southfield Road
Southfield, Michigan 48075

(313) 352-1676

I am interested in my own business. Send me complete details. I understand with your proven techniques I need no previous experience and as little as $15,000 to open and profitably operate my own, clean, Little Professor Book Center.

NAME _____

ADDRESS _____

CITY _____ PHONE _____

STATE _____ ZIP _____

cation and psychology, and the people who influenced him. The result is a skillful analysis of Thorndike as a major force in American education. 634 pp. Wesleyan University Press. $12.50.

Educationally and Culturally Disadvantaged

The Disadvantaged: Challenge to Education. Fantini, Mario D., and Weinstein, Gerald. This book is concerned with the educational problems of the disadvantaged as viewed in the larger context of the educational establishment as a whole. Fantini and Weinstein have done a major service by first reviewing and analyzing hidden curricula and phoney schools and then making a blueprint for immediate and certain improvement in education through their practical and stimulating strategies for making individual instruction a reality. 455 pp. Harper. $8.95.

International Education

The World Educational Crisis: A Systems Analysis. Coombs, Philip H. The book had its start as the working paper for the International Conference on the World Crisis in Education held in Williamsburg, Virginia, in 1967. This analysis provides an opportunity to view through the wider lens of many disciplines the root facts about the unfolding world crisis in education. It also presents a method for looking at an educational system not piecemeal but as a whole whose interacting parts produce their own indicators of how things are going in education's state of affairs. International cooperation is identified as a key to meeting the crisis, and some thoughtful strategies are set up for examination by those seriously concerned with education as a global enterprise. 241 pp. Oxford University Press. $2.50 in paperback.

Psychology of Childhood and Adolescence: Studies of Childhood and Youth

Delinquents and Nondelinquents in Perspective. Glueck, Sheldon and Glueck, Eleanor. This carefully researched work incorporates data reported in an earlier book with new data collected from 12 years of investigations exploring the lives (into adulthood) of the delinquents (and the control group of nondelinquents) studied and reported on in *Unraveling Juvenile Delinquency*. Information dealing with criminal records, domestic relations, work histories, recreational activities, careers in the armed forces, and other aspects of life of the young adults of the delinquent group is compared with that of the original group of nondelinquents. Theoretical issues concerning delinquency prevention and crime control are raised. 268 pp. Harvard University Press. $8.50.

Temperament and Behavior Disorders in Children. Thomas, Alexander; Chess, Stella; and Birch, Herbert G. This book, the second one based on the New York Longitudinal Study, from birth, of 136

(Continued on page 62)

the Finishing Touch...

for the business & professional woman

(career girls, college girls—all girls)

It's a look. A line. A new make up idea. A few inches eased away here or there. It's a **complete toning up of every fiber of your being**... physically, mentally, emotionally.

Have the fun of a swinging summer vacation and, at the same time, place yourself in the hands of experts for personally tailored programs of exercise, massage, sauna baths, diet, rest and beauty ritual.

The Finishing Touch—Run of the house rates for June, July, & Aug.
7 days/6 nights $96*
13 days/12 nights $189*

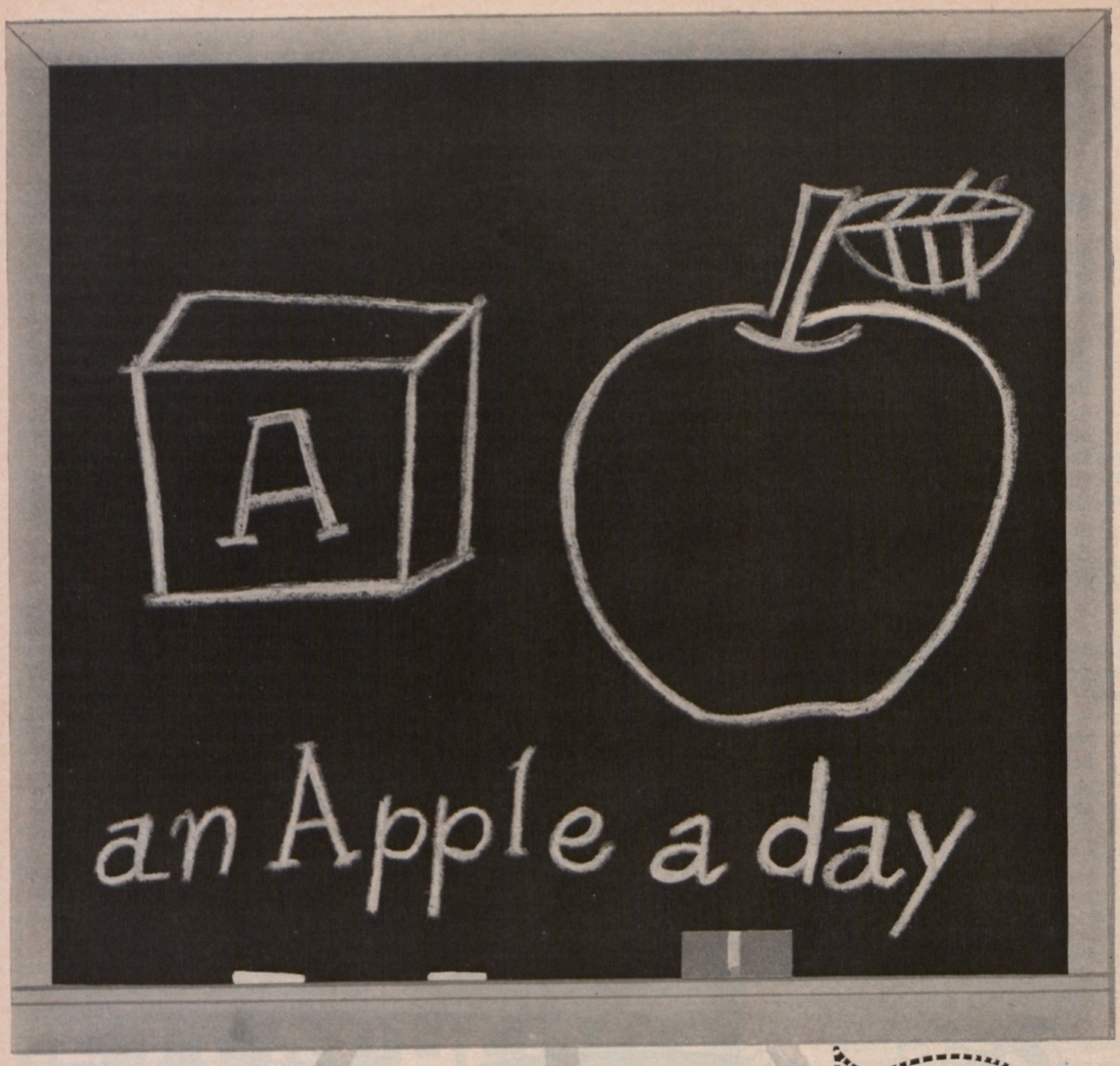
* All rates are per person, double occupancy

LARRY PASKOW'S
HARBOR ISLAND SPA
79th ST. CAUSEWAY, NORTH BAY VILLAGE, FLA. 33141
THREE MILLION DOLLARS DEDICATED TO YOUR GOOD HEALTH
Phone New York (212) WO 4-8078—Washington (202) 296-5220
or call collect Miami (305) 751-7561

LARRY PASKOW, HARBOR ISLAND SPA
79th St. Causeway, North Bay Village, Fla. 33141
Please send me your colorful brochure about the Finishing Touch.

NAME _____
ADDRESS _____
CITY _____
STATE _____ ZIP _____
Possible arrival date _____ No. wks. _____

FASHIONS BY JORDAN MARSH, MIAMI, FLORIDA



Many long lasting habits start in the classroom. Good health should be one.

The NEA, in cooperation with the American Medical Association have three books that examine the elements of an effective school health program.

School Health Services describes the school's health responsibilities and suggests ways services can be organized and conducted for maximum pupil benefit.

Health Education reviews the progress, problems and scope of health education. It provides guidelines for developing curricula from kindergarten thru college and adult education.

Healthful School Living provides solutions for problems concerning physical, emotional and social conditions. You'll find useful information on housekeeping and accident prevention plus organizing the school day and classroom procedures to increase pupil understanding of good health.

Order by mailing the coupon with your remittance to the AMA, 535 N. Dearborn St., Chicago, Ill. 60610

AMERICAN MEDICAL ASSOCIATION
535 North Dearborn Street • Chicago, Illinois 60610

I enclose $_____ for:

_____ Health Education (paperback) $3
OP-201 430 pp.

_____ School Health Services (paperback) $3
OP-210 414 pp.

_____ Healthful School Living (hardbound) $5
OP-199 324 pp.

name_____

address_____

city_____

state_____ zip_____

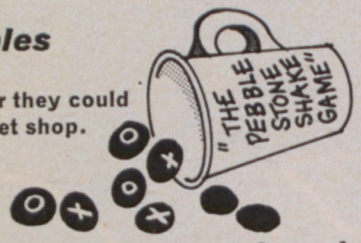
Payment must accompany order.

NE-5/69

SUGGESTIONS
By Chauncey Mobberly

MAKE GAMES with pebbles

Small stones are had from a beach or park or they could be had, inexpensively at garden, flower or pet shop. Games work in for crafts and "math."



PEBBLE SHAKE GAME • You need a paper cup and 8 stones ¾-⅞". Paint 4 stones red; dry; mark with blue X's. Paint 4 stones blue; dry; and mark with red O's. Leave tops unpainted. Players choose their color. Take turns; shake all stones in cup; dump out. Score 1 for each stone own color that falls marked side up. One shake a play. Game is 8.

TIC TAC TOE • Make a tic tac toe board of stiff paper. Mark off 9 equal squares. Paint 4 stones with X's and 4 with zeros. Play for 3 in a row like tic tac toe game.

SPIN GAME *see below.* • Paint a 2" diam. stone in 6 assorted color segments and 6 smaller stones, one to match each color. Circle smaller stones around big one. In turn, players spin the big stone. When it stops, score 1 for each segment falling opposite a stone of matching color. Game is 5.

PEBBLE FLOWER GAME • Have eight stones ⅞-1¾", similar in size and shape. Paint red, all over; dry. Paint 3 stones with white zeros, 4 with numerals, 1 with word *stop*.

Cut stiff cardboard to 6½x9½". 2½" from top, paint a yellow circle 2½" diam. Paint stem and leaves. ¼" from the outer edge of circle, cut out 8 petal holes into which stones fit easily.

Before each turn, mix up stones and put them plain side up in petal holes. Take turns. Pick up a pebble; numerals score face value. You can choose to go on for count of 15 (game) but if you get *stop* you forfeit score for that turn.

The refreshing, cool taste of Wrigley's Spearmint Gum keeps your mouth moist and cool. And the natural chewing aids digestion.

BOOKSHELF

(Continued from page 60)

children, deals with the actual behavior problems that developed in 427 children during the first 10 years of their lives. The book includes case studies as well as diagnoses and recommendations. The role (and success) of parent guidance to effect a rather rapid improvement in the child is emphasized. 309 pp. New York University Press. $8.50.

Measurement, Statistical Method, Evaluation, Research

Learning Research and School Subjects. Gagné, Robert M., and Gephart, William J., eds. This compilation of major papers prepared for the eighth annual Phi Delta Kappa Annual Research Symposium is designed to push thinking on a topic of recognized importance as far as possible at a given point in each person's thinking. Though the title suggests more specific assistance and consideration of schools than the book provides, its collection of research-oriented reports will, in time, be the foundation of practice. An informative commentary of selected discussants follows each paper. 268 pp. F. E. Peacock. $6.50.

Curriculum, Teaching Methods

The Teaching-Learning Process. Kuethe, James L. The author attempts to sort out the confusions and emotions which surround the use of the words *teaching, learning, intelligence, motivation,* and *creativity* and to adopt working definitions of the terms as a means of bringing some order to the discussions in which the words are used. The book also examines reinforcement, retention and forgetting, and transfer of learning—always in the light of the *individual* student. Specific teaching methods are discussed with emphasis on flexibility of method and choice of method to meet the needs of individual students and specific learning situation. 161 pp. Scott, Foresman and Company. $3.95 in paperback.

Preschool, Kindergarten, and Elementary School Education

Early Education: Current Theory, Research, and Action. Hess, Robert D., and Bear, Roberta Meyer, eds. At what age should formal education begin? Can socially and economically disadvantaged children be successfully educated without involving their families and communities? In this collection of major statements about early education, leaders in the field consider these and other central questions. They do so by giving careful attention to the concepts, theories, and empirical data which undergird the movements in early training, language development, and concept development. 272 pp. Aldine Publishing Co. $6.95.

Foreign Language Instruction

Teaching Foreign-Language Skills. Rivers, Wilga M. This course in methods of foreign-language teaching includes a thorough review of the most recent research in language learning. It emphasizes the interdependence of listening, speaking, reading, and writing, and the theories of linguistics and psychology as they apply to language learning. 403 pp. University of Chicago Press. $7.50.

Music

Music in Therapy. Gaston, E. Thayer, ed. Sixty contributors—educators, researchers, psychiatrists, clinicians, and psychologists—concern themselves with the bases of music therapy. Among the facets of therapy receiving attention are music therapy for children, adolescents, physically disabled, and adults with behavior disorders. The book includes good references, reports of research findings, and suggestions for further experimentation. 490 pp. Macmillan. $8.50.

Health, Physical Education, Safety Education, and Recreation

Motor Learning and Human Performance: An Application to Physical Educa-

(Continued on page 64)

TEACHER OPINION POLL

Student Dress and Grooming

More than 85 percent of the nation's public school teachers think their schools should have authority to regulate the wearing apparel and personal grooming of pupils. Less than 7 percent believe that the school should not regulate student dress or grooming.

These are the results of a recent Teacher Opinion Poll, which asked a nationwide sample of classroom teachers the following question:

"Do you think that the school in which you teach should have authority to regulate the wearing apparel and personal grooming of pupils?"

Teachers had a choice of four possible responses: (a) wearing apparel only; (b) personal grooming only; (c) wearing apparel and personal grooming; (d) no authority to regulate either.

Responses were as follows:

Wearing apparel only	2.3%
Personal grooming only	4.4
Wearing apparel and personal grooming	86.8
No authority to regulate either	6.5

Analysis of the responses showed a striking uniformity of opinion. Urban, suburban, and rural teachers held similar opinions, as did elementary and secondary teachers, and teachers in different regions of the country.

Although a large majority of teachers approve school regulation of student dress and grooming, most teachers have not found these matters to be major problems in their schools. Another question in this survey asked teachers to indicate to what extent wearing apparel and personal grooming were problems in their schools last year. About half the teachers identified them as "minor problems"; about 40 percent, "not a problem"; and only a few, "major problems."

Many more secondary than elementary teachers reported that student dress and grooming were problems in their schools last year. However, even at the secondary level, these were minor problems in the view of most teachers. Less than 10 percent of the secondary teachers responding identified pupils' wearing apparel or personal grooming as major problems.

Wearing Apparel	Major Problem	Minor Problem	Not a Problem
All teachers	6.0%	52.0%	42.0%
Elementary teachers	3.5	40.3	56.2
Secondary teachers	8.6	64.1	27.3

Personal Grooming	Major Problem	Minor Problem	Not a Problem
All teachers	5.9%	53.5%	40.6%
Elementary teachers	5.2	43.5	51.2
Secondary teachers	6.5	63.7	29.8

—NEA Research Division.

TEACH IN ARIZONA

Beginning and experienced teachers needed for all grades and fields. Excellent salaries.

WESTWARD TEACHER PLACEMENT
2721 N. Central Ave. Suite 704
Phoenix, Ariz. 85004

TEACHERS WANTED
CLINTON TEACHERS AGENCY
Accredited by and Member of N.A.T.A.
If it is a position in the Midwest, West or Alaska, we can find it for you. Enroll now.
706 South Fourth Street Clinton, Iowa

IF TEACHERS WERE FREE

BY RICHARD RENFIELD, PH.D., Formerly Associate Secretary, Educational Policies Commission—National Education Association and American Association of School Administrators.

The captivating story of maximum realization of human potential

158 pp., 11 photos **$4.95**

"... the author's analyses hold great import also for institutions now plagued by student unrest ..."
—Elizabeth Duncan Koontz
Past President,
National Education Association

"... brilliantly written, imagination stirring, ploughs up present practices ..."
—Wm. A. McCall, Ph.D., Lit.D.
Professor Emeritus,
Columbia University, Teachers College

ORDER FROM YOUR FAVORITE BOOKSELLER, LIBRARY JOBBER, or
ACROPOLIS BOOKS
2400 17th St., N.W., Washington, D.C. 20009
PLEASE SEND:
.....**TEACHERS—4.95 cloth $**.....
My remittance for $..... is enclosed.
Name .....
Address .....
City ..... State ..... Zip .....

CAN WE GIVE YOU A LIFT?

If you're tired of standing still in your job, here's a chance to really move up. A chance to earn more money, be your own boss, set your own pace.

If you qualify for this spot, you'll be selling an important product and service. One that everyone needs. One that you can have pride and confidence in.

You'll be helping others. (That's the kind of career it is.) You'll be associated with a prestige company—one of the oldest, biggest, most-respected and socially-responsible firms in America.

The work is stimulating, challenging, rewarding. No travel. No relocation. No capital investment. No geographic limits on where you can sell.

To help you make good, we'll give you an intensive training. And you'll be on salary, plus commissions, for three years while you learn. And you'll enjoy an excellent fringe benefit program, including a company-paid pension plan.

Sound OK? It's just the beginning. For the right man or woman, there's nothing like it.

For a personal interview in one of our nearby offices, just mail the coupon below, or send us a copy of your resume.

Dept. E-3, G.P.O. Box 1170
New York, New York 10001

I'm interested in receiving more information about your sales career opportunities.

Name_____

Address_____

City_____ County_____

State_____ Zip Code_____

An Equal Opportunity Employer, M/F

Are you studying The New Republic?

It's an invaluable teaching aid. Bring the contemporary world of government, literature, history, economics, and international relations into *your* classroom with The New Republic.

The New Republic is more than a weekly "news" magazine. It does more than report. It encourages the students to explore new ideas, and re-examine their own convictions.

The New Republic is an ideal way to stimulate active minds. Special classroom rates for bulk orders of 10 or more copies at a single address.

Student's Copies—15 cents each
Instructor's Desk Copy—free

Orders may be placed for any number of weeks, for one week only, or for the entire school year. You receive your copies before they appear on the newsstand—insurance that the contents are fresh and provocative.

THE NEW REPUBLIC

A Journal of Politics and the Arts
1244 Nineteenth St., N.W., Washington, D.C. 20036

Please enter this CLASSROOM ORDER

Name _____

Address _____

City _____ State _____ Zip _____

Number of Copies Weekly _____. Number of free copies needed for Instructor's use _____

Starting date _____ Termination date _____

CIRCLE WORLD

40 DAYS, for only $1798
SIX COLLEGE CREDITS AVAILABLE

Teachers may qualify for Tax Deductions

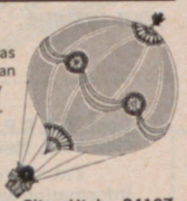
An unmatched travel and educational adventure—the greatest, the ultimate of all travel experience available today—a trip completely around the world—Japan, Taiwan, Hong Kong, Thailand, India, Lebanon, Cyprus, Israel, Turkey, Greece, Spain, Portugal—a well paced itinerary of most comprehensive sightseeing coverage. Price includes airfare, hotels, sightseeing, certain meals, etc.

APPLY: Mr. Boris Gregory — 409 Burk Street, Oakland, California 94610

TOUR ARRANGEMENTS BY
HOWARD TOURS, INC.
OAKLAND, CALIFORNIA

FOREIGN STUDY LEAGUE

The world's largest and oldest, overseas school system provides young American students with the opportunity to enjoy a six week summer study tour abroad. Students choose from wide varieties of campuses and courses in Europe and Japan. American teachers and counselors.



164 East 3900 South, Salt Lake City, Utah, 84107

TEACH IN THE WEST

California and the West need teachers for all grades and fields. Let our prompt and professional service lead you to a fine position. Write to William Hall, Manager, for details.

HALL TEACHERS AGENCY
158 Hamilton Ave., Palo Alto, Calif. 94301
Member: N.A.T.A.

BOOKSHELF

(Continued from page 62)

tion Skills. Singer, Robert N. The author describes the psychological factors which affect the acquisition of motor skills. He explains the relationship between learning and motor performance through reference to learning curves and skill acquisition and examines the nervous system and coordination of movement by means of an analogy between human and computer performance. Classroom practice is discussed with particular attention to motivation, retention, forgetting, transfer of training, social influence—all from the standpoint of motor learning. 354 pp. Macmillan. $7.50.

Teaching Aids, Resources, School Libraries, Audiovisual

A History of Instructional Technology. Saettler, Paul. This is the first history of instructional technology to bring into focus the foundations, methods, theories, and interrelationships of the audiovisual/radio / television / programed instruction complex. It makes valuable contribution to the field of instructional technology because it attempts an organization of events leading to a powerful movement which as yet is by no means fully realized. 416 pp. McGraw. $8.95.

Higher Education

The College Environment. Astin, Alexander W. This extensive study identifies some of the major differences in undergraduate college environments and develops a set of objective measurements of these differences. The environments studied were: peer, classroom, administrative, physical, and the "image" of the college. 187 pp. American Council on Education. $5. $3 in paperback.

The American University: How It Runs, Where It Is Going. Barzun, Jacques. Using an interpretation based on experience, Barzun attempts to present the details of a university and to suggest that the present contradictions and predicaments will not defeat the institution. 319 pp. Harper. $7.95.

The Junior College Student: A Research Description. Cross, K. Patricia. This generalized research picture of the junior college student is directed to faculty and administrators who need to know more about the student—his needs, aspirations, and limitations. A "now" study, it may well be out of date soon, but it will provide the basis for other studies and a source for considering the basic characteristics of young adults who are interested in the junior college. 56 pp. Educational Testing Service. $1 in paperback.

No Time for Youth: Growth and Constraint in College Students. Katz, Joseph, and others. The undergraduate student and his need is the "hero" of this book; the "villain" is the inflexible and impersonal university. This extensive study of college students over a four-year period gives a close view of the times and problems of undergraduates. Conclusion: Radical changes are necessary. 463 pp. Jossey-Bass. $10.

HOWARD TOURS

ORIGINAL STUDY TOUR IN THE PACIFIC

SUMMER SESSION STUDY - FUN TOURS
OPERATED IN COOPERATION WITH
SAN FRANCISCO STATE COLLEGE
Teachers May Qualify for Tax Deductions
Optional Academic Enrollment

JAPAN CAMPUS
29 days, for only $1183
4 college credits. In depth vacation enjoyment and summer session study in a single country. Extensive sightseeing throughout Japan, with classroom sessions and field trips featuring Japan's history, politics, economics, schools, religion, and arts. Optional Orient extension, 2 extra credits.

ORIENT
32-42 days, from $1499
4 to 6 college credits. Two tours: 32-day Imperial Tour highlighting the Orient for people with limited time; 42-day Grand Tour for people who want the best and have the time to enjoy extensive leisurely paced schedule. Both tours visit same areas, from Japan to Singapore. Optional extension around world.

SOUTH AMERICA
30 days, for only $1399
4 college credits. Briskly paced, covering virtually all of this fascinating continent of contrasts. A synthesis of Latin America's Indian and Spanish-Portuguese heritage, anthropology, folklore, history and socio-economic background.

Apply:
HOWARD SUMMER TOURS
522 Grand Avenue
Oakland, California 94610
(Telephone: (415) 834-2260)

Junior Class
ADVISORS

As next years' Senior Class Advisor you should know more about our *exclusive* Graduation Portraits—*Individually personalized* Commencement Invitations and/or Graduation Thank You Notes.

Less expensive and **more versatile** than standard invitations.

© 1968

FREE
Illustrated brochure

Mail now—*get a head start on next years' problems.*

DIVERSIFIED GRAPHICS INC.
3743 Pulaski Ave Philadelphia, Pa 19140

TEACHERS

Let our professional staff represent you, in securing a teaching position in California.

Write for free enrollment material.

ARROYO AGENCY
39 South Livermore Ave., Livermore, Calif. 94550
(an employment agency)

Ever watch a bird in flight and imagine how exciting it would be to travel far and wide? To visit new lands, meet new people, learn new languages and customs.

If you are single, a U.S. citizen and have a degree in Recreation, Social Science, Arts and Crafts, Music, Dramatics, or Library Science a civilian career in Army Special Services offers you the rare opportunity to experience, firsthand, the dreams of others.

for brochure write

Special Services, Section, IRCB
Department of the Army (G-106)
Washington, D.C. 20315

PROFESSIONAL CALENDAR

The following information has been compiled to meet many requests for a listing of meetings sponsored by NEA or its units.

Apr. 27-May 1: Annual convention, Department of Audiovisual Instruction, Portland, Oreg.

June 12-18: Regional (Pacific) conference, National Science Teachers Association, Honolulu.

June 22-26: Annual conference, National Association of Student Councils, Perry Hall High School, Baltimore.

June 22-28: Annual convention, American Library Association, Atlantic City.

June 25-28: 1969 Study/Action Conference, Department of Elementary-Kindergarten-Nursery Education, Washington, D.C.

June 29-30: Association of Classroom Teachers Representative Assembly, Philadelphia.

July 1: Open program meeting, EKNE, Philadelphia.

June 30-July 5: Annual convention, NEA and departments, Philadelphia.

July 6-18: National conference, ACT, West Chester, Pa.

July 7-11: National seminar, National School Public Relations Association, Washington, D.C.

July 24-Aug. 1: National conference and institute, National Association of Educational Secretaries, State University of New York, Albany.

Aug. 8-13: International Society for Education through Art conference, National Art Education Association (host), New York City.

Aug. 10-14: 24th annual summer workshop, Association for Student Teaching, Bloomington, Ind.

Aug. 13-16: 11th annual national student safety conference, National Commission on Safety Education, Ypsilanti, Mich.

Aug. 18-22: 13th annual conference, American Driver and Traffic Safety Education Association, Ypsilanti.

NTL Institute for Applied Behavioral Science:

June 6-23: Midwest laboratories, Columbia, Mo.

June 15-27: Higher education laboratory and education consortium, Bethel, Me.

June 15-27, July 6-18, and July 27-Aug. 8: Human relations laboratories, Bethel and Plymouth, N.H.

June 29-July 25: Educational training consultants program, Bethel.

July 6-18: Educational leaders and community leadership laboratories, Bethel.

July 13-25: Human relations and educational leaders laboratories, Lake Arrowhead, Calif.

National Commission on Teacher Education and Professional Standards:

June 22-24: Annual meeting, National

(Continued on next page)

FINAL REGISTRATION

University of
HAWAII
Summer Session

SELECT ACCOMMODATIONS STILL AVAILABLE. Six week travel-study programs begin from as little as $529 including round-trip United or Pan American jet. Leave June 14, return July 26, 1969. Late registration possible. But hurry! Mail coupon for full color brochure and application forms to: **Dr. Robert E. Cralle, The Adler University Study Tour to Hawaii, 355 Stockton Street, San Francisco 94108.**

N-5

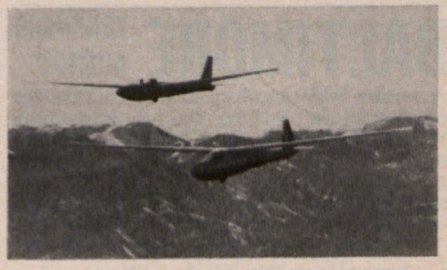
Please send Free Color Brochure to:

Name_____

Address_____

City_____ State_____

Phone_____



ADVENTURE
in the
COLORADO ROCKIES

This summer enjoy the carefree outdoors in Colorado's beautiful mountains! Along with a cross country bicycle trip, you will learn to fly a glider and skills of mountaineering. The trip is co-ed and for singles only. All equipment, instruction, meals and lodging are provided. Space is limited, so for the time of your life, mail coupon today!

24—DAYS
$598
All-inclusive

STEVE RIESCHL OUTDOOR ADVENTURES
BOX 10235
DENVER, COLORADO 80210

Please send me complete information on the "Adventure in the Colorado Rockies"—Plus your free color brochure on year around activities:

NAME_____

ADDRESS_____

CITY_____

STATE_____ ZIP_____

Comprehensive

11-unit study of the black man's participation in America's history and culture.

Easy-to-use format

8½ x 11, 24 page booklet stapled with pages scored for easy separation so each unit can be easily integrated into your teaching of American history.

Black Heritage Series

Low per pupil cost

$.50 net (no discount)

Teacher's Guide

32 pages, extensive background material and discussion guides with a quick reference time chart that shows at what point in your history course each unit should be introduced. ($1.50 net, no discount)

For information

and/or examination copies of this exciting new series please write to:

GEO. A. PFLAUM, PUBLISHER
38 WEST FIFTH STREET • DAYTON, OHIO 45402

BALTIMORE TEACHERS AGENCY

A nation wide service; school and college placements in teaching and administration. Write, visit us. Individual & confidential service.

Established 1925 — Member N. A. T. A.
516 N. Charles St. — Baltimore, Md. 21201

"For myself, OUTWARD BOUND has presented an ideal challenge and adventure . . . an education: a true, real lesson in life."

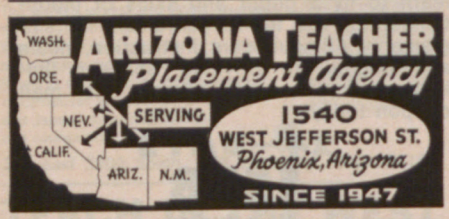
OUTWARD BOUND

26-day wilderness courses

Accept the challenge — write

OUTWARD BOUND

Seven Wheeler St., Andover, Mass. 01810.



ARIZONA TEACHER Placement Agency

1540 WEST JEFFERSON ST.
Phoenix, Arizona

SINCE 1947

EUROPE

An unregimented trip stressing individual freedom. Low cost yet covers all the usual—plus places other tours miss. Unless the standard tour is a "must" for you, discover this unique tour before you go to Europe.

EUROPE SUMMER TOURS
255-A Sequoia Pasadena, California 91105

Education and Certification, Washington, D.C.

June 22-24: Summer meeting, State TEPS Chairmen and Consultants, Washington, D.C.

June 24-27: Annual conference, Washington, D.C.

July 18-24: Annual conference, Council of State Presidents and Consultants, Student NEA, Washington, D.C.

Area conferences, National Retired Teachers Association:

June 26-28: Charleston, W. Va.

July 23-25: Peoria, Ill.

Aug. 21-23: Denver.

Illustration Credits

Cover: Gloria Kamen; pp. 28, 36, 37: Joseph DiDio; pp. 36-37: Dennis Spancake; p. 39: Philadelphia Convention and Tourist Bureau.

TEACHER IN POLITICS

Clyde R. Dengler, a member of the Pennsylvania Senate since 1966, has served the school district of Upper Darby Township as director of music for 43 years. He will retire at the end of this school year and will be honored by his colleagues at a testimonial dinner May 10, his seventieth birthday.

Dr. Dengler served in the Pennsylvania House of Representatives for 10 years prior to his election to the Senate. He was chairman of the Education Committee during the 1964 session.

A recognized musician, he has been guest conductor with the Philadelphia Orchestra and the New York Philharmonic, and has published a book, *Read This and Sing.*

Harrington M. Bell, III, *president, Upper Darby (Pennsylvania) Education Association.*

FOR YOUR INFORMATION

GEORGE D. FISCHER, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of Today's Education (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, D.C. 20036. Telephone: Area Code 202, 223-9400.

1969 NEA Convention: June 30-July 5, Philadelphia.

American Education Week—November 9-15, 1969. Theme: Better Education—Your Job.

NEA membership, May 31, 1968: 1,081,660.

NEA officers and headquarters staff: See *NEA Handbook*, pages 10-16; 423-24; and inside back cover. NEA platform and resolutions: *Handbook*, pages 66-68.

NEA departments: *Handbook*, pages 155-207.

NEA divisions, special projects, task force, commissions, councils, committees: *Handbook*, pages 94-154.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, D.C. 20005; see *Handbook*, pages 382-84.

HOWARD TOURS

THE ORIGINAL STUDY TOUR IN THE PACIFIC

1968 20th YEAR **HAWAII**

UNIVERSITY SUMMER SESSION

TEACHERS MAY QUALIFY FOR TAX DEDUCTIONS

Earn upper division and graduate university credits while enjoying summer in beautiful Hawaii with the nationally famous Howard Tour. Live in Hawaii with us, do not just see the islands — personally participate in the very best of island living, do not just read or hear about it.

43 DAYS, FOR ONLY **$529** PLUS $11 TAX

Price includes jet roundtrip from West Coast, apartment-hotel accommodations at Waikiki where full meals may be prepared, daily maid and all other hotel services, and a most diversified itinerary of the highest quality and largest number of dinners, parties, shows, cruises, sightseeing, beach activities, cultural events, and other services.

There is no comparable tour — no competitive similarity between this Howard Tour and programs of other organizations. Ours is the original study tour to Hawaii — the program distinctive for its new ideas, events of greatest pleasure, large membership and a name synonymous with summer fun and excellence in the Islands. More tour services and events are included in this Howard Tour than ever offered or is currently available in any Hawaii tour of any organization.

Apply:

HOWARD SUMMER TOURS
522 Grand Avenue
Oakland, California 94610
(Telephone: (415) 834-2260)

REPS WANTED

National manufacturer desires representatives to handle new educational toy line to schools. Broad appeal to children from 2 to 7. Self sellers. Strong advertising backup. Exclusive territories available. Write, giving a brief description of present lines carried and geographic area. Write:

P.O. Box 375, Syracuse, New York 13201

A SINGLE GIRL ON A WINDJAMMER CRUISE

Join a fun group sailing to exotic Caribbean and West Indies. 10 'Barefoot' days, beachcombing, swizzles, calypso from $225.

Write Windjammer, P.O. Box 120, Dept. 46, Miami Beach, Fla. 33139

Est. 1937 Member NATA

Teaching jobs in the Southeast

Prompt placement for college and public school teachers and administrators. Inquiries confidential.

HAWORTH TEACHERS AGENCY

Box 1808 · High Point, N. C. 27261 · Phone 919-883-6024

Here's Why I Join

VITO BIANCO, *classroom teacher; chairman of Welfare Committee and past president, DeKalb (Illinois) Classroom Teachers Association.*

• **When my colleagues ask me why teachers should** join their professional associations at local, state, and national levels, I usually say, "I don't know all the reasons, but I have five reasons of my own for joining." Then I explain why I am a member of the united profession.

1. I like the increases in my paycheck that come through united effort. When my local association starts to negotiate a new schedule, we know that we could not operate effectively without the support of the Illinois Education Association and NEA. The public information put out by state and national associations helps build a receptive climate for salary increases, and we use the research data from both associations to back up our request. When the chips are down in negotiations, we can call on both IEA and NEA staff for assistance. Both groups are as close as a telephone call.

We have not had to declare sanctions yet, and I hope we never will, but it's helpful to have in reserve the financial strength of the other associations, particularly the strength of the NEA DuShane Emergency Fund.

2. I like profiting from the mass buying power of our united profession. With a family of small children, I can't afford not to be covered by NEA's term life insurance and IEA's group policies. And where would I be if my local did not secure hospital and major medical insurance for me? When I read about some of the damage suits brought against teachers these days, I am also thankful for the liability insurance my local has arranged. When I get a little money ahead, I like being able to put it into the NEA Mutual Fund without the need to pay heavy fees on my small purchases. Our group strength does wonders in strengthening our buying power.

3. I like to know what's going on. My classroom gets pretty confining, day in, day out. It's helpful to be able to read TODAY'S EDUCATION, the *IEA Journal*, and the *NEA Reporter* and keep up with some of the things that are happening in education. I study the *Catalog of Publications and Audiovisual Materials* published by NEA every year, too, and I always find something that will help me in my classroom or in the courses I'm taking.

4. I want some muscle in my profession. I value the respect that IEA and NEA command in Springfield and Washington when educational legislation is under consideration, and I welcome the equipment we're getting in our classrooms because of that legislation.

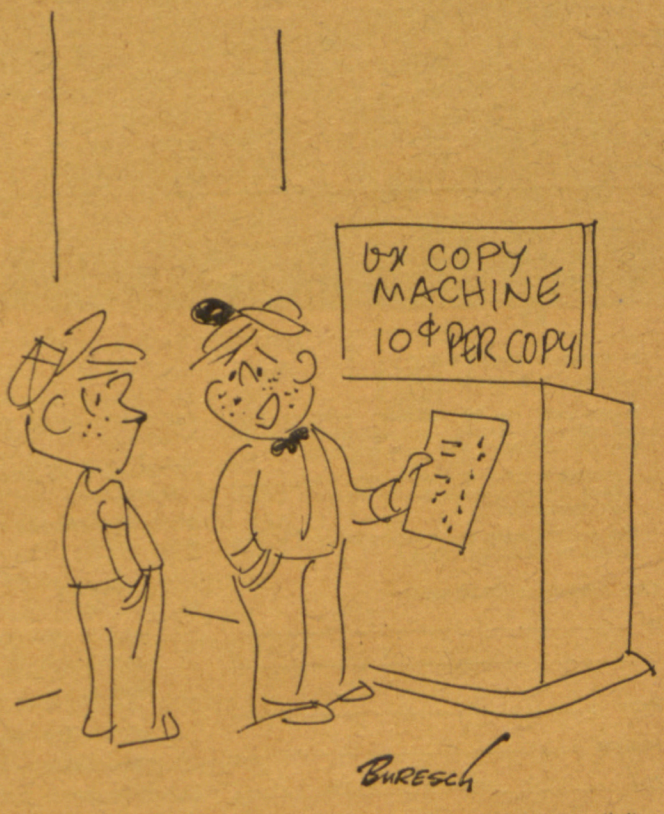
I like the fact that teachers are beginning to control their own profession through the work of national and state commissions on Teacher Education and Professional Standards. To me, this means that eventually teachers themselves will decide what best equips a teacher to teach and will have the power to legislate standards and licensing procedures.

I like the working grievance procedures we have established in our local. We don't have to gather in the teacher's room and gripe without getting somewhere. Together—in local, state, and national associations—we're making the Code of Ethics mean something.

5. I like to share in making decisions. We live in a highly organized society and have to use organized ways to reach decisions. I like the fact that I am able to stand up in my local association and influence policy. I like the way we can negotiate policy.

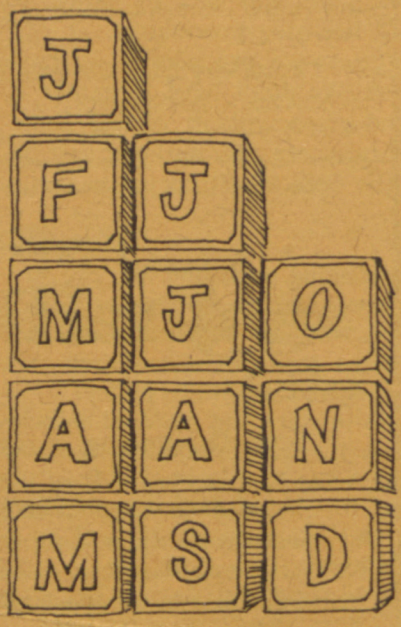
I like to be a delegate to state and national association conventions, where my beliefs and those of my colleagues can influence what happens to us. Take the matter of merit rating, for instance. If we don't like it, do we have anyone but ourselves to blame if other people force it on us? We have to act together to be able to influence these decisions that affect what we do as teachers. One person can't do it huddling in a corner by himself.

Are these reasons sufficient for you? What do you want as a teacher? I'm sure that with your strength added to ours, we can get it! •



"It costs me ten cents a copy, but I figure the take will be well worth it when all my relatives view my good report card."

EXTRAS FOR OUR READERS



The Rescheduled School Year

In connection with "Extending the School Year," pages 48-49, this issue, we call your attention to a comprehensive and detailed description of various plans for rescheduling the school year—*The Rescheduled School Year* by the NEA Research Division (Research Summary 1968-S2. Stock No. 434-22812. $1).

This summary can be ordered from the Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Make checks payable to the NEA.

Invitation to Controversy

If you are an NEA member, we invite you to contribute a 400 to 1,200 word article for possible use in the "Opinions Differ" or "You May Not Agree, but . . ." features of TODAY'S EDUCATION, forcefully giving the pro or con of a controversial issue in education.

The article must not have been published previously nor be under consideration for publication elsewhere. You must be willing to have us print your name with the article (though under some circumstances we might permit use of a pseudonym) and to give us written permission to solicit opposing reactions to your article from educators, parents, students, and other citizens.

If your article is chosen for publication, it may be published jointly with the opposing view or views we solicit.

All manuscripts become the property of TODAY'S EDUCATION.

Send entries to Dept. O.D., TODAY'S EDUCATION.

Journal Volume Files

JOURNAL editors, in cooperation with the Jesse Jones Box Corporation, are now offering gold-lettered, dark green and black, simulated-leather volume files for storing copies of TODAY'S EDUCATION. Now your JOURNALS can become an attractive permanent part of your professional library. These handsome library cases (11¾" high by 8½" deep by 3½" wide) will enable you to keep your copies of TODAY'S EDUCATION protected and in order, year by year.

Order from Jesse Jones Box Corporation, P.O. Box 5120, Philadelphia, Pennsylvania 19141. $3.50 for one; $10 for three.

Reprints, Bibliographies, Tape Recordings

Each month, TODAY'S EDUCATION offers reprints of one or more articles from the current issue; a bibliography to supplement one or more articles; and the opportunity for readers to buy, at cost price, tape recordings of any articles they select. See the coupon for details.

Order reprints early while they are in good supply. Delivery will begin after June 1. Please allow at least three weeks for delivery of orders.

Other articles in this issue will be reprinted if the demand is sufficient.

Complete issues of the JOURNAL are available on microfilm or microfiche from Xerox University Microfilms, 313 N. First St., Ann Arbor, Michigan 48106. The company will quote prices on request.

Reprints of out-of-print volumes or single issues of the JOURNAL can be obtained from Kraus Reprint Corporation, 16 E. 46th St., New York 10017. The corporation will quote prices on request.

Articles from TODAY'S EDUCATION are listed by subject in each issue of both the *Educational Index* and the *Readers' Guide to Periodical Literature*.

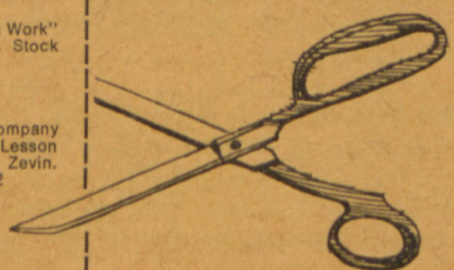
Differentiated Staffing

On November 29 and 30, 1968, the Association of Classroom Teachers held a study conference on differentiated teaching assignments for classroom teachers. JOURNAL readers who were especially interested in our March feature on differentiated staffing will want to obtain a copy of the ACT conference report, "Classroom Teachers Speak on Differentiated Teaching Assignments."

Single copies of the report (Stock No. 111-03948) are available at a cost of 25¢ (10% discount on 2-9 copies; 20%, on 10 or more). Order from the Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Place Mats

If your summer plans (see pages 36 and 37 of this issue) call for a political picnic, luncheon, or dinner, use appropriate place mats. The red, white, and blue centerspread from the February JOURNAL —"Suggested Menu . . . to nourish the body politic"—is still available as a place mat at a cost of $2 a hundred. Order direct from the NEA Citizenship Committee, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.



Today's Education

Section SP
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Please send me the following items as indicated (enclose a stamped, self-addressed envelope if you are requesting free materials only).

☐ I enclose a check or money order for $_____. (Make checks payable to the National Education Association.)

☐ Bill me. (Shipping and handling charges will be added to all billed orders.)

Tape Recordings ($2.50 each):

☐ _____

☐ _____

Name _____

Address _____

City _____ State_____ Zip_____

Bibliography (single copy free; not available in quantity):

☐ "Extending the School Year" by William J. Ellena.

Reprints (single copy free; quantity prices as shown below):

No.	Quantity Cost	
_____	100 for $ 3.50	"Extra Pay for Extra Work" by Paul M. Solley. Stock No. 351-11140
_____	500 for $15.00	
☐	1 single copy	
_____	100 for $ 7.50	Four maps that accompany "Mystery Island: A Lesson in Inquiry" by Jack Zevin. Stock No. 351-11142
_____	500 for $20.00	
☐	1 single copy	

Requests for materials on this coupon must reach us by June 1, 1969.

Someday roads will tell cars where to go.

And you'll be able to drive cross-country without a road map and never get lost. Just leave the guiding to ERGS: The Electronic Route Guidance System developed cooperatively by General Motors Research Laboratories and the Corporation's Delco Radio Division.

Here's how it'll work. Let's say you're living in Chicago and want to drive to Los Angeles. Just dial the destination code for Los Angeles on a special radio receiver panel in your car and start heading west. As you approach an intersection, an antenna buried in the pavement signals your destination to roadside computer equipment. Quicker than a blink, the computer processes your destination information, signals back to your radio receiver and the proper directions light up on your receiver panel.

Since ERGS will be geared to your final destination, it won't be thrown off by side trips and stops along the way.

Traffic guidance is just one of the many areas where General Motors scientists are working to make your driving simpler and more enjoyable in days to come.

GM
MARK OF EXCELLENCE

General Motors

NOTE: This advertising is being sponsored by General Motors in several youth publications. It is hoped that the subjects featured will serve to increase teen-ager interest in scientific studies and can be used, perhaps, to show how the things your students are learning are utilized in actual industrial activities. Reprints of this ad are available upon request. Simply write to General Motors, Advertising & Merchandising Section, General Motors Building, Detroit, Michigan 48202.

The Creative Teacher

A DILEMMA . . .

As a successful classroom teacher, we know that you are continually on the "lookout" for a good idea being used by another teacher. But since you will probably never meet, how can you be expected to be aware of a "good idea" being used by a fellow teacher in Eugene, Oregon; Macon, Georgia; Portland, Maine; or Lubbock, Texas? It's a shame, too, because many of these ideas could be used profitably in your classroom during the coming school year.

A SOLUTION . . .

In an attempt to solve this problem, **E.A.S., Inc.** has developed a professional publication that will allow teachers throughout the country to exchange their "good ideas". **THE CREATIVE TEACHER**, a monthly publication, will be available to both elementary and secondary teachers this September. Each of the nine issues will contain outstanding ideas collected from teachers throughout the United States. No commercial advertising . . . No editorials . . . No lengthy articles . . . Only concisely written descriptions of ideas that have been tried and proven by outstanding teachers like yourself.

YOUR IDEAS . . .

We would like to publish one or more of your ideas in **THE CREATIVE TEACHER**. Would you take a few minutes to send us a one-page typewritten description of a teaching technique or idea with which you have had success? By doing this, you will give us an opportunity to recognize you and your school system and at the same time pass on information that will be valuable to many thousands of your fellow teachers. Mail your ideas to **THE CREATIVE TEACHER**, P.O. Box 286, Beloit, Kansas 67420. Thank you!

TODAY . . .

To subscribe to **THE CREATIVE TEACHER** for the 1969-70 school year, merely complete the form below . . . clip and send it today. No money please . . . you will be billed in September. For those teachers subscribing before July 1st, a subscription rate of only $3.50 will be charged. After July 1st, the subscription rate will be $4.00. Order today! Have your September issue of **THE CREATIVE TEACHER** available for use when the new school year begins. A $3.50 investment could bring you excellent returns during the coming school year!

Send me 9 months of

The Creative Teacher

and bill me for $3.50

THE CREATIVE TEACHER
E. A. S., INC.
P. O. BOX 286
BELOIT, KANSAS 67420

NAME - PLEASE PRINT

STREET ADDRESS

CITY | STATE | ZIP

CHECK ONE

☐ ELEMENTARY EDITION ☐ SECONDARY EDITION ☐ BOTH EDITIONS $6.00

NOTE: The above subscription will begin with the September, 1969, issue and end with the May, 1970, issue.

This rate effective until July 1, 1969.

Blank Page
Intentionally
Inserted by
GWU Special
Collections

Find the rest of this card

It contains an exciting FREE educational offer from ENCYCLOPAEDIA BRITANNICA

FREE OFFER!

See the

ENCYCLOPAEDIA BRITANNICA

advertisement in this magazine for full details.

FREE DRAWING!

Many Great Prizes

BRITANNICA'S 200th Anniversary Sweepstakes

*** * * WIN FREE SETS * * ***

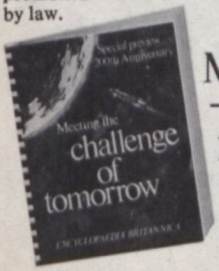
Encyclopaedia Britannica—new 24-volume edition.
Britannica Junior Encyclopaedia
—new 15-volume edition.

ENTER NOW! Nothing to buy. Just mail card—your name will automatically be entered in our Sweepstake Drawings—being held during our 200th Anniversary Celebration.

(detach here)

Void where prohibited by law.

Winners will be notified by phone.



Mail this card now →

for **FREE BOOKLET**

NO POSTAGE NEEDED 1-A

ENCYCLOPAEDIA BRITANNICA

Gentlemen: Please send me, *free and without obligation*, details of this amazing 200th Anniversary Celebration discount offer—and your colorful Preview Booklet which pictures and describes the latest edition of ENCYCLOPAEDIA BRITANNICA—plus complete information on how I may obtain this magnificent set, *direct from the publisher*, on the Book a Month Payment Plan, and get Britannica Junior free of extra cost.

Name _____ *(please print)*

Address _____

City _____ State _____

Phone _____ D-362-Z Zip Code SOC 3

MAIL TODAY - NO SIGNATURE NECESSARY

ENCYCLOPAEDIA BRITANNICA

Essential
in every home
where education
is respected

ENCYCLOPAEDIA BRITANNICA

MAIL THIS CARD NOW
FOR FREE PREVIEW BOOKLET

If card has been detached, write to:
ENCYCLOPAEDIA BRITANNICA,
DEPT. D-362-Z, 425 N. MICHIGAN AVE.,
CHICAGO, ILLINOIS 60611.

1-B

(detach here)

FIRST CLASS
PERMIT NO. 16850
CHICAGO, ILL.

BUSINESS REPLY MAIL
NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY:

ENCYCLOPAEDIA BRITANNICA
425 NORTH MICHIGAN AVENUE
CHICAGO, ILLINOIS 60611

ct to ma- in brilliant color. But it does not merely